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ABSTRACT

This resource guide is intended to assist local vocational education service providers in implementing preemployment competencies as a focused portion of a local vocational education curriculum. Section 1 explains the Job Training Partnership Act (JTPA) Competency System. The four competency areas--career decision making, life and work management, getting a job, and work maturity--and specific competencies are charted. Career decision making includes self-assessment, career awareness, labor market information, and career choice. Life and work management includes managing personal responsibility, solving problems, and coping. Getting a job includes job seeking, contact skills, resumes and applications, and interviewing. Work maturity includes dependability and reliability, communication skills, personal relations, initiative and productivity, and worker rights. Section 2 outlines specific examples of how an agency can design and implement a system. Section 3 explains each competency area in detail, provides suggested methods of assessment and minimum certifications, and includes specific activity plans to use with students. Section 4 lists 16 resources and local JTPA contacts in Alaska. A 62-item objective test, covering the four areas of the preemployment competencies program, is included, with a sample answer sheet and an answer key. (CML)

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PRE-EMPLOYMENT COMPETENCIES

RESOURCE GUIDE

Developed by the Alaska Department of Education
Office of Adult and Vocational Education

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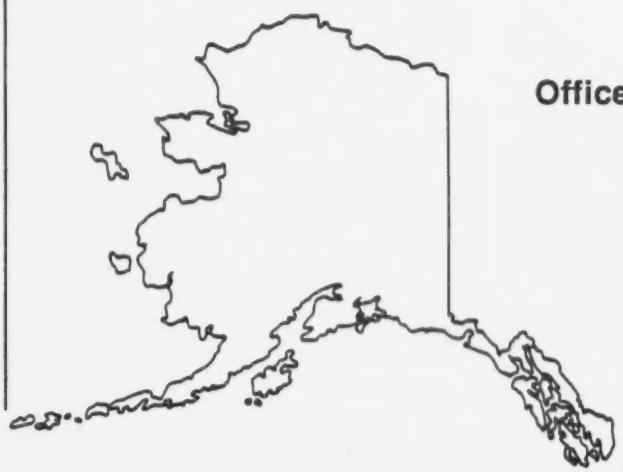

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Foreward

The Pre-employment Competencies Resource Guide has been developed with the intent of assisting local vocational education service providers in implementing pre-employment competencies as a focused portion of the local vocational education curriculum.

The guide is the result of many participants. Each Private Industry Council in the State of Alaska, Anchorage, Mat-Su, Fairbanks North Star and Alaska Statewide adopted the Maine pre-employment competencies curriculum. The Alaskan agencies implementing JTPA youth programs in Alaska have used the Maine guide as a baseline, but modifying it to meet the needs of their own clientele.

The Alaska State Department of Education, as the Administrator of the Education Coordination Grants working with the Private Industry Councils, identified the need to consolidate the modification and reduce the duplication of efforts.

In addition, it was felt that with the production and dissemination of a quality guide that explained the youth competency system we could involve more school districts in targeting services to JTPA eligible clients.

Therefore this Resource Guide reflects the efforts of a large number of people committed to training economically disadvantaged youth and adults on how to explore, enter and succeed in the employment market.

Section I explains the JTPA Competency System. The language is not unique to vocational education. The competency areas and specific competencies are summarized on the chart. It enables the reader to examine the whole set of competency areas included in the guide.

Section II outlines specific examples of how an agency may design and implement the system. The importance of documenting the students specific attainment of the competencies is dependent upon the system and how the agency verifies the attainment of the competencies. It is no longer possible in this age of accountability to simply present the information. The documentation of the clients/students progress in attaining these specific competencies and the documentation of that attainment are of significant value to all three parties, the student, the instructor/vendor and ultimately the person who buys the product, the employer.

Section III explains each competency area in detail and provides the supporting information and mechanisms to implement the system such as suggested methods of assessment and minimum certifications. It also includes a wide variety of specific activity plans to use with students. These activities have been used by Alaskans who evaluated and sorted out those from the original Maine guide which were not successful with Alaskan students.

Section IV is a bibliography of Alaskan resources that will help implement the pre-employment competencies instruction. The resources are the compiled efforts of the people who participated as part of the project. The original intent was to prepare of list of each resource after each competency area. As the listing was analyzed the resources listed appeared in almost each competency area. Therefore the resulting combined listing provides an overall perspective on the resources available to implement these competencies.

The last but not ever to be forgotten in a listing of resources are the people available through the Private Industry Councils who operate and manage the local Job Training Partnership Office. While their names are not included they are available to assist you in implementing the pre-employment competencies system by providing both technical and financial assistance.

Introduction

The Job Training Partnership Act (JTPA) presents service providers with creative opportunities to develop programs and curriculum using the competencies. The competencies represent a very structured and specific approach. Although the verification process for attained competencies does require written worksheets or forms, the completion of just those forms in themselves is not a curriculum. If that occurs, students and instructors alike become sick with boredom and contract the terminal illness of "worksheet blues."

Whenever possible, and for the majority of the training program, curriculum should be designed around interesting activities that will produce an end product of a "written form." This means that if certification requires a list of the student's barriers or a written summary of work experience, each should be available after the learning activity has occurred. The verification process ought not dictate the activities of the curriculum in any way, and must not be considered as curriculum activities.

The competencies have been presented sequentially for organizational purposes only. Just because career awareness comes after self-assessemnt in this guide does not mean that an instructor must teach all of self-assessment before moving on to career awareness. In fact, instruction in the competencies should include a mix of different competency areas and specific competencies when possible.

As an illustration, an activity that assigned groups in the class the task of designing their own small business, advertising in the class for openings, and interviewing could include the following specific competencies:

Worker Rights

Job Contacting Skills

Interviewing

Managing Personal Responsibilities (Budget)

Communications

Labor Market Information

Resumes and Applications

Self-Assessment

Career Choice

Combining competencies for instructional purposes can be done for review. When it is used for review of information, it is called a "culminating activity." A culminating activity encourages students to put the information already learned together in a new way, usually by actual experience. The whole is always more than just the sum of the parts, at least in learning. A student may be able to repeat certain sections, but not integrate the information needed. Work experience, try-out employment, on-the-job training or an unsubsidized employment are really "culminating activities" for the pre-employment competencies. They enable the student to actually use the skills that he/she has learned piecemeal in class. A culminating activity for the job-getting competency area might be to actually interview for a job of interest to the student. This type of activity should be reality based, if possible, and if it is done in the classroom, it should be as near to reality as possible. An example of such a culminating activity can be found in the Job-Getting Competency Area of this section.

It is essential in designing a program to use a variety of learning modes. Research has indicated that different people learn better from a preferred "mode" such as:

Visually: Charts, diagrams, film, television, drawings, pictures or visual observation.

Printed Materials: Books, magazines, journals, reading and writing.

Verbally: Discussion, asking questions, dialogue, summarizing, lectures.

Experimentally: Try it out, use it in actual performance, role playing.

Students respond differently also to reinforcement. Some need constant reinforcement in the form of tangible rewards. Others are motivated to learn by self-directed learning. For these students, the learning itself becomes enough motivation for them to continue. Persons who learn best from self-directed learning usually carry assignemts beyond the classroom walls and synthesize their learning with other areas of their lives.

If a student is handicapped, the competencies will have to be introduced and translated to his/her usable modes of learning. In general, if there is a balanced mix of modes of learning and types of motivation, then the majority of the class will benefit, and the classes will be more interesting as well.

An idea to explore would be to develop a portfolio for each student based on the competencies that he/she would need to complete. Then the written work would be in one place, and students could go on at their own pace when they had some free time. A portfolio should not be used as the only activity. It can be used as a supplement, but only after the learning activity has introduced the information.

It should also be noted that the work maturity competencies are best attained on a worksite. If the work maturity competencies must be attained in the classroom, that should be made clear on the final competency certificate.

The ultimate goal of the pre-employment competency training is to prepare students for survival in the work world. The work maturity competencies are really more accurately certified on a worksite by an employer. If the student has been prepared well, he/she will be able to find and maintain employment. The purpose of the competencies is to help the student get to that level of personal development.

What follows is a curriculum that presents some examples of activities in the specific competencies. It is organized according to the general competency area first, and then by specific competencies that fall under the general area. This guide is not meant to be a complete curriculum; service providers should develop their own unique curriculums. The examples of activities were taken from a wide variety of sources including: Occupational Planning and Placement Services, South East Regional Resource Center, People Count, Inc., Anchorage Adult Learning Center, New England Institute, Maine Occupational Information Coordinating Committee, Penobscot Consortium, Training Resource Center, Maine Commission for Women, and others. The origins of some materials cannot be traced because their popularity has resulted in their being shared and modified several times.

In any case, organizations that have contributed indirectly to this collection are owed a debt of gratitude. Thanks for your participation and assistance.

Acknowledgements

Appreciation is expressed to the members of the Vocational Education Job Training Coordinating Committee who supported this project under the Education Coordination Activities.

In addition appreciation must be expressed to Welles Gabier who coordinated the preparation of this publication. Appreciation is also expressed to the task force who so diligently sorted through each competency area, selected activity, and reviewed the final compiled results. Their experience and input was invaluable. A special thanks to you:

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JTPA Competencies System

Competency Taxonomy

As with other programs and systems, there is a special, unique language which accompanies this competency-based technology. The following itemizes the component parts of our competency system (taxonomy).

Competency Area:	(Work Maturity)
Competency:	(Dependability/Reliability)
Indicator:	(The individual will demonstrate an acceptable attendance record)
Benchmark:	(By showing up on time nine days out of ten on his/her employment site)
Assessment:	(As measured by employer attendance reports)
Certification:	(A copy of attendance report, or letter of recommendation from employer)

Competency area means a group of related competencies.
Competency is a specific type of skill or ability.
Indicator is a behavior that demonstrates the competency.
Benchmark is the degree or standard of behavior that is expected.
Assessment is the means of measuring.
Certification is the proof or verification that the standard has been met.

The Four Competency Areas

The Pre-Employment Skills Credential includes four Competency Areas.

Career Decision-Making
Life/Work Management
Getting a Job
Work Maturity

The following table will help the reader "see" a composite definition of these four areas and the specific competencies each includes. A general familiarity with this display will be of help as one proceeds through the considerable material which follows.

Pre-employment Competency Areas and Specific Competencies

Career Decision-Making	Life/Work Management	Getting a Job	Work Maturity
	Specific Competencies Client is able to:		
Self-Assessment - Assess values, identify skills, describe obstacles to employment.	**Managing Personal Responsibility** Provide for basic needs, transportation and day care. Use consumer skills, manage money. Be aware of employer's expectations regarding substance abuse.	**Job Seeking-** Identify job opportunities.	**Dependability/ Reliability** Maintain an acceptable attendance record, maintain punctuality, give notice of interruptions, demonstrate reliability, follow rules of the workplace
Career Awareness Identify career cluster, know specific jobs in clusters and job duties.	**Problem Solving/ Coping** Identify problem, get more information, analyze it, develop alternatives, select a course of action, persevere through obstacles.	**Resumes and applications** Complete an application and a resume.	**Communication Skills** Follow instructions, ask for clarification and use listening skills.
Labor Market Information Describe current local labor market, growth occupations, relate career choice to local labor market.		**Contact Skills** Contact employers by phone, letter, or in person.	**Personal Relations** Maintain positive attitudes toward others, accept supervision and criticism, cooperate with others and accept chain of command.
Career Choice Select an appropriate career goal, know how skills could be used in other jobs, plan for career goal and develop specific steps.		**Interviewing** Schedule, prepare for, complete and evaluate an interview.	**Initiative/ Productivity** Organize time effectively, be responsible, care about the quality of work.
			Worker Rights - Understand use of tax forms, employee benefits, legal rights and responsibilities of the work place.

Program Design and Possible Implementation Plan

Program Design and Possible Implementation Plan

Programs are designed around the unique needs of a local service delivery area. Adjustments in the design will have to be tailored to the needs of the students in the local communities, the availability of transportation, and the expertise of the agency's staff. The program design presented here is a suggested model only, presented for informational purposes.

The assessment process should be continuous throughout the program on a regular and individual basis. Assessment should not be defined as a process that occurs once in the beginning (pretest) and then once at the end (post test). If this occurs, then the student will lose continuity of the whole program and begin to look at the certification process as the big "final Exam". Many of us remember that final exam information is rarely internalized and disappears very quickly after the exam is over. This fragmented assessment process also excludes the motivation that students experience when the competencies are attained and certified on a regular basis.

The first assessment or "check" for competency development is called initial assessment, and it is done to help organize instruction of the competencies for the student not as a pre-test. It can be done very quickly and include all competency areas. Initial assessment is usually a structured activity occurring during pre-enrollment. Group activities can be designed for the competncy areas so that the instructor can get a general idea of where each student is. During this pre-enrollment period, the competency system is explained in detail, especially the expectations and certification process. For initial assessment, the Assessment and Certification of Competencies Form can be used. The instructor would check off the competencies that the student clearly demonstrates proficiency in, and record how those were documented.

At the end of the initial assessment period, a recommendation is made by the instructor either for enrollment or non-enrollment. Reasons for non-enrollment can go beyond the competencies, of course. If non-enrollment occurs, the student should be informed privately, including the reasons why and including information on the assessment of the competencies.

When the student is enrolled, an Individual Development Plan (IDP) for competency attainment should be completed. This plan should state specifically what competencies have already been attained as certified during the initial assessment period. The IDP should describe what competency areas need to be developed and in what order of priority. The priority for instruction of specific competencies can be developed from the priority date column on the Assessment and Certification of Competencies Form. The IDP should also outline the planned instruction for the competency development period, indicating what competencies could be achieved in group activities, which ones will need more individual work, and the order in which they will occur. The Individual Development Plan should then be explained to the student, and the youth should sign it.

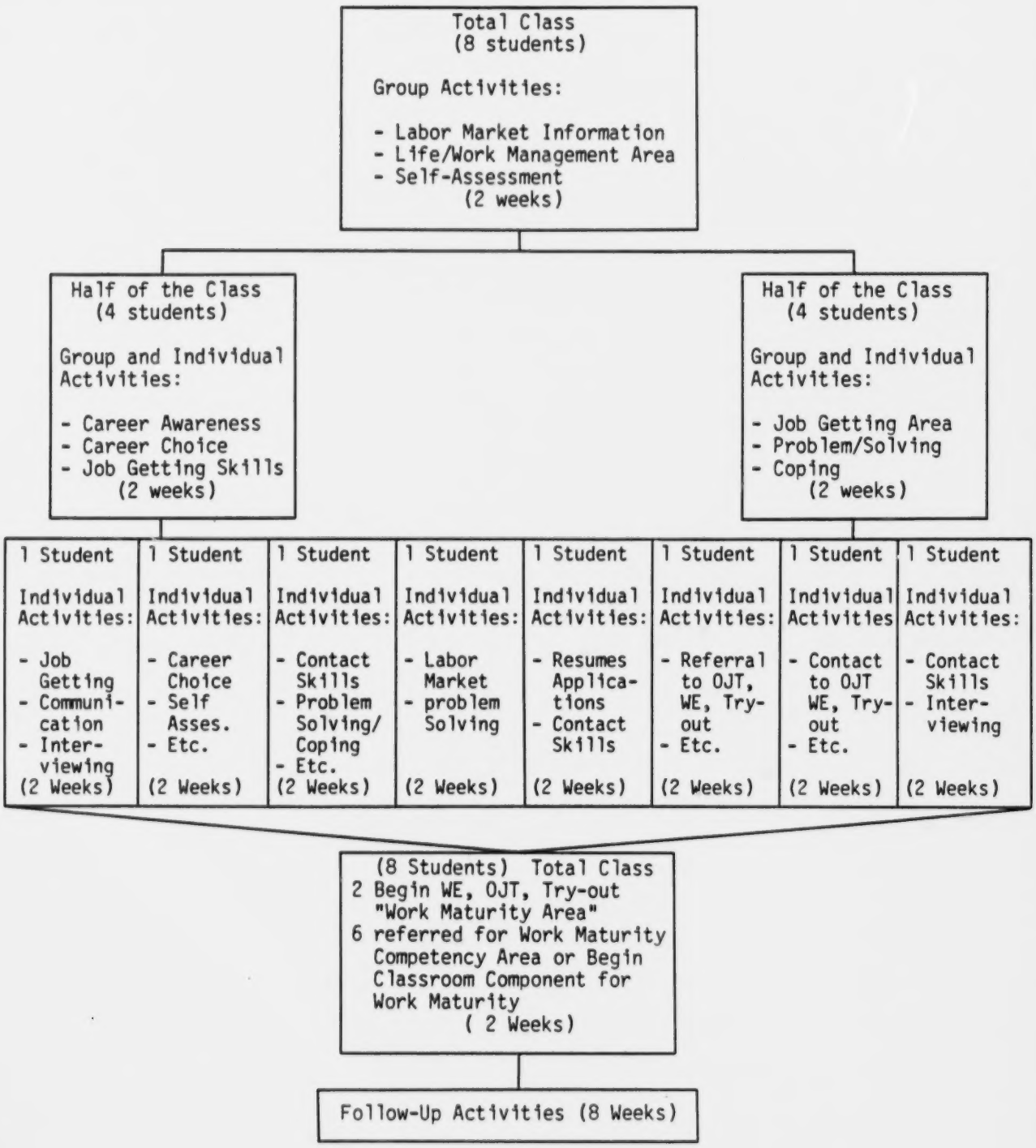
After the initial assessment and IDP have been completed, competency development should formally begin. Interesting activities should be developed to teach students the competencies that each lacks. Using the IDPs and the priority date column on the Assessment and Certification of Competencies forms, the instructor determines which competencies are prioritized for instruction for the majority of the class. Using group activities, the instructor could begin by teaching the first priority competencies to all of the class. Then the instructor could break the class into smaller groups according to their individual competency needs. Eventually the instructor could individualize all instruction so that students will finish the program completing the competencies that each individually needs.

Let's look at an illustration of this process for a class of eight (8) students. The instructor has already looked at their initial assessment forms and the IDPs and determined what the majority need as a group. The first priority for this group was determined to be labor market information, self-assessment and life/work management. The instructor would teach the entire class those three areas using group activities. then the class might be divided into two sections: half of the class needing in-depth work on career awareness, job getting and caree choice, and the other half beginning the job getting competencies. Eventually all eight (8) members of the class would be completing their last competencies and attaining them by working individually. Some of the class may have already been referred for work placements or to other program components, which will be their "work maturity competency area." It is suggested that if work maturity competencies have to be taught in the classroom only, that all of the class who were not referred to a worksite be exposed to it collectively and consistently. This is because this area is probably the most important of all of the curriculum, and repitition of these skills is reinforcing rather than detrimental. If some of the class finished the rest of their competencies earlier and were not referred on, they should be allowed to skip the rest of their classes until the work maturity area begins.

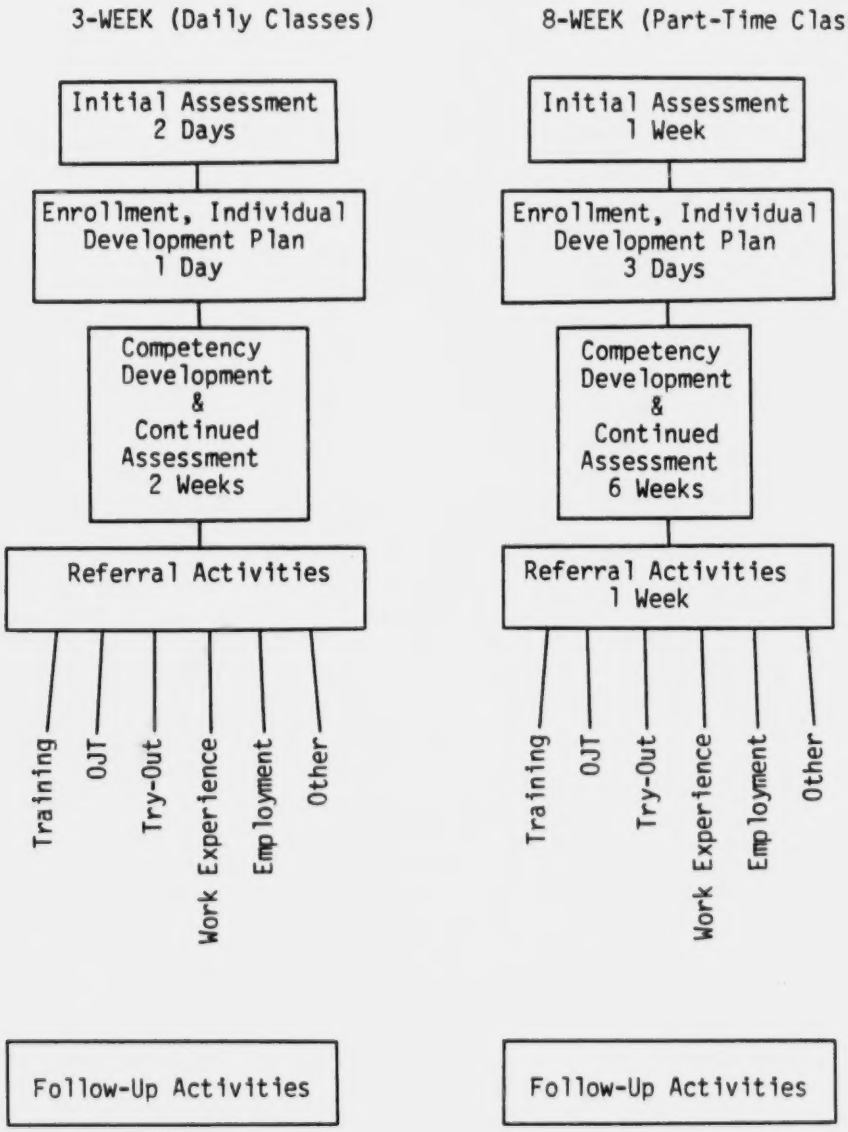
The next page is a graphic model for the class described above.

Competency Development (8-Week Program)

A Model



Student flow will vary according to the needs of the local delivery area, but two suggested formats might be as follows:



Individual Development Plan (IDP)

Name of Student: _____ Date: _____

Instructor(s): _____
Training site: _____
Duration, From: _____ to: _____

The following competency areas, specific competencies, or indicators that are checked below have been certified during the initial assessment process as having been attained prior to any competency development classes.

CAREER DECISION-MAKING:

Self-Assessment
Values___ Emp.history___
Abilities___ Obstacles___

Career Awareness
Clusters___Daily job___
Jobs___ Duties___

Labor Market Information
Local Market___
Growth/demand___
Char.of Occ___
Career choice to labor market___

Career Choice
App.career goal___
Transfer skills___
Plan for goal___
Realistic choice___

LIFE/WORK MANAGEMENT:

Managing Personal Res.
Transp.___ Money___
Childcare___Sub,Abuse___
Phy,OK___ free___
Basic needs___

Problem Solv./Coping
Problem Course
Analyze___Persevere___

JOB GETTING:

Job Seeking
Job Opportunities___

Resumes & Applic.
Appl.___Resumes___

Contact Skills
Contact emplys.___

Interviewing
Prepare int.___
Inter, OK___

WORK MATURITY:

Dependability/Reliability
Attend.___ Reliable___
Punctual___Follow rules___
Notice of Interuptions___

Communications
Instruc.___Speaks well___
Clarification___Listens___

Personal Relations
Post.Att.___ Cooper___
Supv. & Grit.___Chain of Com.___

Inititive Productivity
Time___Quality of work___
Responsible___

Worker Rights
Tax forms___Legal rights___
Employee benefits___

The competency areas, specific competencies or indicators that are circled above will be developed during the competency development period. Their order of priority for instruction will be:

1st_____	4th_____	7th_____	10th_____
2nd_____	5th_____	8th_____	11th_____
3rd_____	6th_____	9th_____	12th_____

Priority numbers that are possibilities for group activities are:
Priority numbers that are possibilities for individual activities are:
Other: _____

I, _____, state that I have read and had the above IDP
(name of student) explained to me by my instructor(s). I agree to this plan of instruction andcompetency development.

Signed: _____
Date: _____

Assessment and Certification of Competencies Form

Name of Student_____

If the work maturity competencies were attained at a worksite, Name of Employer:_____

Place of Employment: _____ Date of Worksite: _____

General Progress Notes (Class or Week 1): _____

_____

Week 2: _____

Week 3: _____

Week 4: _____

Week 5: _____

Week 6: _____

Week 7: _____

Completed_____Competency areas. Certificate of Achievement awarded _____. Employability Skills

Achievement Record issued on what date:_____. Plans for training or work: _____

_____

Assessment and Certification of Competencies Form

Name of Student: _____ Date Enrolled: _____ Counselor: _____

Competency Area/Specific Competency	First Introduced	Initial Assessment	Priority for Instruction	Date Certified	How Certified
CAREER DECISION-MAKING:					
SELF-ASSESSMENT -					
a. Assess values in relation to the world of work					
b. Identify skills and aptitudes					
c. Describe employment history and experience					
d. Describe obstacles to employment					
CAREER AWARENESS -					
a. Identify career clusters					
b. Describe specific jobs within clusters					
c. Describe the daily job functions for 3 specific jobs					
LABOR MARKET INFORMATION -					
a. Describe the current local labor market					
b. Identify growth/demand occupations					
c. Discuss the characteristics of 3 occupatiins					
d. Relate to specific career choices to local/regional labor market					
CAREER CHOICE -					
a. Select an appropriate career goal					
b. Identify abilities used in that career that can be transferred to other careers					
c. Formulate a reasonable plan for achieving that career goal					
d. Ability to make a realistic career choice					

Assessment and Certification of Competencies Form

Name of Student: _____

Competency Area/Specific Competency	First Introduced	Initial Assessment	Priority for Instruction	Date Certified	How Certified
WORK MATURITY -					
DEPENDABILITY/RELIABILITY -					
a. Maintain an acceptable attendance record					
b. Maintain punctuality					
c. Give timely notice of interruptions to work schedule					
d. Demonstrate reliability					
e. Follow the rules of the worksite or training site					
COMMUNICATION SKILLS -					
A. Follow instructions					
b. Ask for clarification					
c. Speak clearly and effectively					
d. Use listening skills					
PERSONAL RELATIONS -					
a. Maintain a positive attitude toward others on the worksite					
b. Accept supervision and criticism					
c. Cooperative with co-workers and accept chain of command					
INITIATIVE/PRODUCTIVITY -					
a. Organize time effectively					
b. Sustain responsibility					
c. Exhibit ownership in the quality of the product					
WORKER RIGHTS -					
a. Understand state and federal tax forms					
b. Describe local employers' benefit packages					
c. Identify legal rights and responsibilities on the work place					

Assessment and Certification of Competencies Form

Name of Student: _____

Competency Area/Specific Competency	First Introduced	Initial Assessment	Priority for Instruction	Date Certified	How Certified
LIVE/WORK MANAGEMENT:					
MANAGING PERSONAL RESPONSIBILITY -					
a. Provide reliabled transportation					
b. Provide adequate child care					
c. Provide basic needs such as food, shelter, clothing					
d. Use adequate consumer skills and manage money					
e. Be committed to freedom from substance abuse					
f. Be physically able to work					
PROBLEM SOLVING/COPING -					
a. Identify a problem					
b. Analyze the problem					
c. Develop alternative solutions					
d. Choose a course of action					
e. Persevere through obstacles					
JOB GETTING -					
A. Identify job opportunities					
RESUMES AND APPLICATIONS -					
a. Complete an application					
b. Develop a resume					
CONTACT SKILLS -					
a. Contact a prospective employer by phone, letter or in person & make a favorable first impression					
INTERVIEWING -					
a. Prepare for an interview, interview effectively, and understand the purpose of the interview					

Follow-up Activities

When a student has completed the program, a plan should be developed toward employment or training. It is during this period that referrals would be made for on-the-job training, work experience, summer youth, try-out employment, customized training or unsubsidized employment. If the work maturity competency area is to be attained through those placements, the employer will need to be fully informed about the process and willing to participate in the instruction of those specific competencies.

For students who are interested in general occupational training, a referral form and summary of the record of achievement should be forwarded to the appropriate training person. If the student does not qualify for continued service in the delivery area, then follow-up activities should include assistance in job hunting or referrals to other training programs or agencies. The follow-up period should be at least as long as the classroom instruction period, and it is certainly as important as the competency development period. It is during this time also that some students may need more individualized instruction in specific competencies.

A Word About Assessment

In terms of recording a demonstration of behavior, it is always easier to require a demonstration to occur in written form -- the evidence is easily verified. However, in many instances our students will demonstrate the proficiency verbally, such as in a group excercise dealing with Self-Assessment and Values Clarification. The need to verify that demonstration efficiently ought not to supercede the design of the excercise nor the fact that verbal demonstration is more appropriate to that design. The method and setting of teaching is always more important to the students development than our need to record and verify the desired behavior.

Also, Assessment prior to enrollment will often include verbal demonstrations, for obvious reasons.

In both of these cases, the counselor/instructor should note that the demonstration was verbal. A later culminating activity might then include written assessments.

Certification

Certification is a process of stating that a particular benchmark, indicator, competency or competency area has been attained satisfactorily. In order to do this, different methods of assessment or "measuring" are used. Two such methods that were listed in the competency breakdown chart found in the definition section are:

1. Evaluation of Performance

   This is when a student is asked to complete something such as a written form, an application, list three barriers, etc. The product of the behavior and not the behavior itself (unless it is in the past) is looked at and evaluated. Either the student has completed the task satisfactorily or not. This method is used for a static event or events in the past, and is usually a more objective method.

2. Appraisal

   This method "appraises" the behavior or event as observed by some expert such as an employer or counselor/instructor. This expert makes judgements about the quality of the behavior. This method is more subjective and can involve looking at " the whole" rather than just one isolated event or item. An example would be that the student "interviews effectively." An employer or counselor would have to make a judgement as to whether that person's interview was "effective" or not. Another example would be "caring appropriately for money, material and property." Appraisal would require an employer to think back over the whole of the work experience situation.

The use of these two methods or a mixture of both will certify that the student has attained the specific competencies and benchmarks.

For documentation purposes, a certification form should be in the student's file folder. An Appraisal Summary Form can be completed by an instructor/counselor or an employer. This form requires an appraisal by an expert opinion on how well the client achieved the benchmark. An example of this form can be found following this section.

When an evaluation of performance method is used, written evidence of that evaluation will need to be in the student's file folder. If the benchmarks require a list of barriers, a list of three occupations. or a budget, then those completed items and instructor's comments about them should be in the file folder. If a benchmark requires a discussion of an item as part of attaining a competency, then a Discussion Rating Sheet or Checklist (example follows) should indicate whether the student performed adequately or not. Other examples to be developed at local delivery areas might be listening skills checklist, quiz of worker rights, dress and hygiene checklist, etc.

In order to verify past information about a client, a School or Employer Verification Form should be sent to a prior employer or the school that he/she attends. A letter of recommendation could also be used but may not address specific items that need to be certified. This form can be used to verify the attainment of competencies or to add more evidence that such competencies have been attained in other programs or worksites as well. An example of this form also follows.

In some delivery areas, counselors complete student progress notes on a regular basis. If these are to be used for certification purposes, they would need to address each item very accurately and specifically. Student journals may also be useful in a reality-based area such as work maturity and life/work management skills. If they demonstrate progress over time on specific competencies, they can be used to certify, if the local delivery areas determine that they are appropriate.

The file folder ulimately should contain documented evidence for all of the specific competencies that have been attained. This file folder should be completed on a regular basis, but never as a major part of the learning activities. The teaching, learning, motivation and understanding should supercede any written work required for documentation.

Appraisal Summary Form

This form represents all of the specific competencies that require an appraisal as a method of assessment. It can be completed by an employer on a worksite, an instructor/counselor, and as a motivating process by the student. Each benchmark should be examined and evaluated using the following numbers:

1=not at all; 2=poorly; 3=average; 4=very good; 5=excellent. A youth must receive 3 or above to have met that benchmark.

Competency (Indicator) Benchmark

1) Self-Assessment

Can describe employment history & experience .....by evaluating past job performance and/or experience adequately
1 2 3 4 5

Comments:_____

2) Career Choice

Can select an appropriate career goal.....by identifying 2 career clusters of interest
1 2 3 4 5

Comments:_____

3) Career Choice

Can select an appropriate career goal.....by describing a career goal that is consistent with one's interest, abilities, resources, and constraints
1 2 3 4 5

Comments:_____

Can make a realistic career choice.....by comparing present situation with career goal

1 2 3 4 5

Comments:_____

and identifying career gaps
1 2 3 4 5

Comments:_____

4) Managing Personal Responsibility

Can provide basic needs of food, shelter, clothing.....by developing methods to meet those needs
1 2 3 4 5

and by using social service agencies if needed
1 2 3 4 5

Comments:_____

Competency (Indicator)	Benchmark
5) Problem-Solving Can persevere through obstacles.....	by following through with solutions 1 2 3 4 5 developing alternative solutions 1 2 3 4 5 completing at least one month's steps toward that solution 1 2 3 4 5
Comments:_____	
6) Interviewing Can prepare for an interview, interview effectively and understand the purpose of an interview.....	by performing an evaluation of how he/she has done during the interview 1 2 3 4 5
Comments:_____	
7) Dependability/Reliability Demonstrates reliability.....	by caring appropriately for money, material, property 1 2 3 4 5
Comments:_____	
Follows the rules of the worksite or training site.....	by verbalizing the rules 1 2 3 4 5 and by following the rules of the work or training site by at least 4 consecutive weeks 1 2 3 4 5
Comments:_____	
8) Communication Skills Can follow directions.....	by consistently performing tasks as explained verbally or in writing 1 2 3 4 5
Comments:_____	
Ask for clarification.....	by asking for more information if instructions are not understood 1 2 3 4 5
Comments:_____	
Speak clearly and effectively...	by summarizing his/her work history in an interview situation 1 2 3 4 5 and by verbally describing problems that occur on a worksite and how they might be resolved 1 2 3 4 5
Comments:_____	

Competency (Indicator) Benchmark

Communication Skills (continued)
Can use listening skills.....by being able to repeat information presented
1 2 3 4 5

Comments:_____

9) Personal Relations
Can maintain a positive attitude
toward others on the worksite...by dressing appropriately and maintaining good hygiene
1 2 3 4 5
and respecting other people's rights
1 2 3 4 5

Comments:_____

Can accept supervision and
criticism.....by altering behavior when appropriate
1 2 3 4 5
verbalizing expectations of supervisor
1 2 3 4 5
and seeking feedback on performance
1 2 3 4 5

Comments:_____
Cooperates with co-workers and
accepts the chain of command....by being supportive of other people's activity
1 2 3 4 5
and following the chain of command for approval if required
1 2 3 4 5

Comments:_____

10) Initiative/Productivity
Can organize time effectively...by seeking secondary tasks when the primary tasks are completed
1 2 3 4 5
Can sustain responsibility.....by learning new tasks associated with job
1 2 3 4 5
solve problems objectively
1 2 3 4 5
accepting change
1 2 3 4 5
seeking guidance
1 2 3 4 5

Comments:_____

Competency (Indicator) Benchmark

Initiative/Productivity (continued)

Can exhibit ownership in the
quality of the product.....by consistently trying to improve the product
1 2 3 4 5

Comments: _____

This form was completed by: _____

Title: _____

Worksite or
Delivery Area: _____

If parts of this form are completed at different times throughout the program, indicate the date in the comment section.

Discussion Rating Sheet or Checklist

Name of Student:_____Counselor:_____Date:_____

Put an X on the line indicating whether the student completed the discussion adequately or not. If the youth has a total of 4 points or above, he/she can be certified in this benchmark area.

The discussion as a whole was:

Vague and confusing	Met program Standards	Well organized
1	2	3

The information presented was:

Not accurate	Met program Standards	Based on good research
1	2	3

The method of delivery was:

Dull	Met program Standards	Very Interesting
1	2	3

Competency: _____

Benchmark:

_____

Discussion was about:

Total amount of points: _____

Prior Employment or School Verification Form

In order for the _____program to certify that this student has achieved certain standards at school or in the workplace, please verify the following items. Some items relate more to a school and others to a place of employment. If the item does not relate to your site, please circle N/A and if you have no knowledge about that item please circle UK for unknown. The numbers below each item represent frequency, 1=seldom, 2=sometimes, 3=usually or average, 4=frequently, 5=almost always.

Name of Student:_____
School/Worksite:_____
Name of person completing this form:_____
Student's duration at this school/worksite:_____
Date the form was completed:_____

The student above has demonstrated that he/she:

1) Can provide transportation that is reliable
   1 2 3 4 5 N/A UK

2) Has reliable child care

   1 2 3 4 5 N/A UK

3) Provided basic needs for self such as food, shelter, clothing

   1 2 3 4 5 N/A UK

4) Design and maintain a budget

   1 2 3 4 5 N/A UK

5) Free from substance abuse

   1 2 3 4 5 N/A UK

6) Has good problem solving abilities such as can identify problem, analyze it, suggest alternatives, choose a course of action and persevere

   1 2 3 4 5 N/A UK

7) Can complete an accurate, legible application

   1 2 3 4 5 N/A UK

8) Can develop a well organized resume

   1 2 3 4 5 N/A UK

9) Contact an employer and make a good first impression

   1 2 3 4 5 N/A UK

10) Interview effectively

1 2 3 4 5 N/A UK

11) Maintain an acceptable attendance record

1 2 3 4 5 N/A UK

12) Is on time

1 2 3 4 5 N/A UK

13) Gives notice in advance of interuptions to schedule

1 2 3 4 5 N/A UK

14) Is reliable by caring for money and material appropriately

1 2 3 4 5 N/A UK

15) Follow rules of worksite or school

1 2 3 4 5 N/A UK

16) Follows instructions

1 2 3 4 5 N/A UK

17) Speaks well and effectively

1 2 3 4 5 N/A UK

18) Uses listening skills

1 2 3 4 5 N/A UK

19) Positive attitude toward others

1 2 3 4 5 N/A UK

20) Dresses appropriately

1 2 3 4 5 N/A UK

21) Respects others rights

1 2 3 4 5 N/A UK

22) Accepts supervision and criticism

1 2 3 4 5 N/A UK

23) Accepts authority

1 2 3 4 5 N/A UK

24) Cooperates with co-workers

1 2 3 4 5 N/A UK

25) Organizes time effectively

1 2 3 4 5 N/A UK

26) Learns new tasks easily

1 2 3 4 5 N/A UK

27) Accepts change

1 2 3 4 5 N/A UK

28) Cares about the quality of work

1 2 3 4 5 N/A UK

29) Has demonstrated knowledge of safety and legal rights on the workplace

1 2 3 4 5 N/A Uk

Additional comments on any of the items above:_____

_____

_____

_____

Signed by:_____Title:_____

- -

This section is to be completed by the student prior to the form being delivered or sent to the school or employer.

I, _____, Hereby give permission for_____ _____agency to contact the_____ _____and ask for information on my performance there on the items above. I will not request a copy of this information for my own files and understand that this will be confidential information to be used for competency certification only.

Date:_____

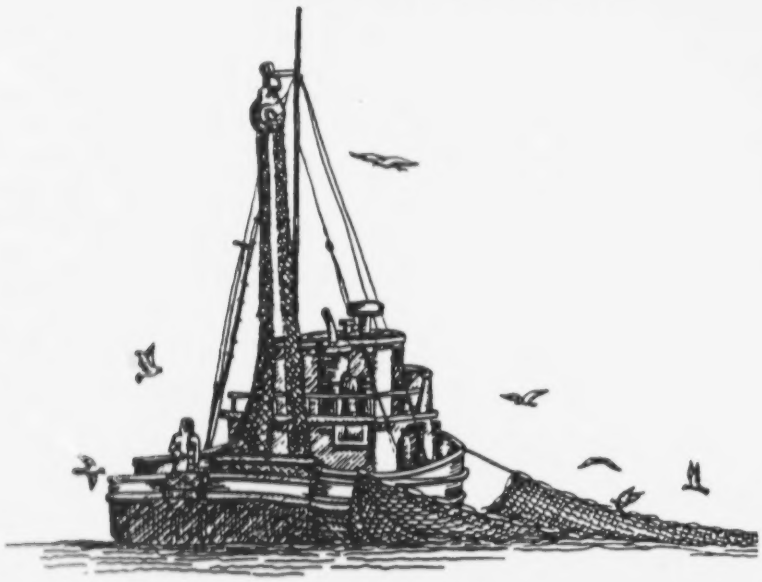
Signed by:_____

Witness(es):_____

_____

Instructional Activities

Competency Area



Career Decision-Making

Competency Area

Career Decision-Making

Does the student have the ability to make a realistic career choice?

This area includes the skills required for the student to begin the process of job or career choice. It exposes the student to the variety of information, attitudes, and techniques associated with critical decisions and applies to his/her impending move to the work world.

At the base of these skills are the self-assessment techniques. The student must learn how to get in touch with strengths, personal expectations, interests, values, risk-taking abilities and motivation to work. Barriers to success, both internal and external must be evaluated realistically. The student must learn how to contrast general employer expectations with his/her own, and to set sensible goals by taking all this information into account.

The competencies included in the Career Decision-Making area represent all of these implied skills and attitudes, and are arranged in a sequence representative of any important decision-making - in this case, how to select a career or job skills area.

The four specific competencies found in the Career Decision-Making area are:

1. Self-Assessment;
2. Career Awareness;
3. Labor Market Information; and
4. Career Choice.

Specific Competency:
Self–Assessment

Student is able to:

-Assess values in relation to work
-Identify skills and aptitudes
-Describe employment history and experience
-Describe obstacles to employment and possible solutions

COMPETENCY AREA: Career Decision-Making
SPECIFIC COMPETENCY: Self-Assessment

Indicator	Benchmark	Suggested Method of Assessment	Minimum Certification
Demonstrate an ability to:			
a) Assess values (interests) in relation to the world of work.	by listing five personal values and discussing why these are necessary to success on the job.	Evaluation of Performance.	List of 5 personal values and a discussion checklist.
b) Identify skills and aptitudes.	by listing three personal skills that would be an asset on the job and 3 personal barriers that would be detrimental.	Evaluation of Performance, Use of standardized aptitude test.	List 3 skills and related aptitudes.
c) Describe employment history and experience.	by summarizing past work history or experience and evaluating past job performance or experience adequately.	Counselor or Employer Appraisal.	Written summary of past work or related experience.
d) Describe obstacles to employment.	by identifying the 3 most significant barriers to employment.	Evaluation of Performance.	List of 3 barriers to employment.

Competency Area — *Career Decision-Making*

Specific Competency: — *Self-Assessment*

1. Self-Assessment

Self-assessment is defined as knowledge of self as related to the world of work. Assessing the self is really a learning process and should be repeated in order to be internalized for later use. It requires the use of divergent thinking abilities so that the student moves from general interests, abilities, skills, and values to a specific career area where those skills can be used. It also requires good analytical skills and openess to learning new information about the self.

It should be noted that the benchmarks do not represent the area of self-assessment. Even after the specific benchmarks have been attained, the student will need to complete assessment on the larger and more personal areas of self-assessment. This should be an on-going process throughout life. The specific benchmarks were chosen because they relate to employment.

When a student completes this competency, he/she is able to:

1. assess values in relation to employment;

2. identify skills and aptitudes;

3. describe employment history or past experience and evaluate them as related to future work; and

4. describe obstacles to employment and the possible solutions for those barriers.

Values Survey

Check the column that most closely matches your feelings.

		Very True	Some-times True	Not True	Not True
1.	I would rather have a large expensive house than own a work of art.				
2.	I like to go places with my friends.				
3.	I'd really like to travel to far away places.				
4.	I think music and art should be required in our schools.				
5.	It is important that my family does things together.				
6.	I like to make things.				
7.	I would rather be president of a club than just a member.				
8.	I'd like people to know that I've done something well.				
9.	I like to read books that help me understand people.				
10.	If I had talent, I'd like to be on TV.				
11.	Having an expensive car is something I'd really like.				
12.	If I could, I'd like to make a movie that would make people aware of injustice, and would improve the conditions it described.				
13.	I'd rather be rich than married.				
14.	I like writing stories, plays or poetry.				
15.	I like to try things I've never done before.				
16.	I enjoy doing different things.				
17.	It is important to be proud of what I do.				
18.	If my friends want to do something that I think is wrong, I will not do it.				
19.	I'd like to accomplish something in life that will be well known.				
20.	A strong family unit is essential to me.				
21.	I would disobey a boss who asked me to do something against my principles, even if it meant being fired.				

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		Very True	Some-times True	Not True	Not True
22.	It is important for me to have a good understanding of history.				
23.	If I could, I'd like to be president.				
24.	It would be fun to climb mountains.				
25.	It is very important for me to live in beautiful surroundings.				
26.	I like to go to parties.				
27.	It is important to have very good friends.				
28.	I would rather make gifts than buy them.				
29.	I am very close to my mother, father, or both.				
30.	I like to attend lectures from which I can learn something.				
31.	It is more important to stick to my beliefs than to make money.				
32.	I would rather make less money at a job I know would last than take a chance with a job that may not last but pays more.				
33.	I would like a lot of expensive possessions.				
34.	I would rather be free to move around than be tied down by a family.				
35.	I like to feel that I am in charge in a group.				
36.	It is important to have an appreciation for art or music.				
37.	I like to write.				
38.	I'd look forward to taking a job in a city I had never visited before.				
39.	Having children is important to me.				
40.	I'd like to understand the way a TV works.				
41.	I'd like to be able to decide what and how much work I will be doing during a day.				
42.	I'd like to do something that helps people.				
43.	I'd like to be famous.				
44.	I'd rather be a judge than a lawyer.				
45.	I do not think I'd like adventurous vacations.				

		Very True	Some-times True	Not True	Not True
46.	I would like to have works of art in my home.				
47.	I would like a job that gives me plenty of free time to spend with my family.				
48.	I could not be happy with a job in which I did not feel good about myself.				
49.	I get very nervous when I am forced to take chances.				
50.	I would rather be a boss than a worker.				
51.	It is important to share activities with friends.				
52.	If I knew how, I would make my own clothes.				
53.	I would rather not have to answer to a boss.				
54.	Gaining knowledge is important to me.				
55.	I'd rather work for a well-established company than a new company that hasn't established itself.				
56.	Money can't buy happiness, but it helps.				
57.	Being rich would be the best thing about being a movie star.				
58.	Being famous would be the best thing about being a movie star.				
59.	The best thing about being a movie star is that I'd be doing something creative.				
60.	I like to be able to make my own decisions.				
61.	Getting to travel would be the best thing about being a movie star.				
62.	I'd like to nurse people back to health.				
63.	I would like helping tutor people having trouble at school.				
64.	I feel more comfortable in places I've seen before than in new places.				
65.	I'd like to work at a job in which I help people.				
66.	I enjoy spending an evening with my family.				
67.	I'd rather work at a job that is not very interesting but pays a lot, than one that is interesting but pays little.				

		Very True	Some-times True	Not True	Not True
68.	I would like to write a book that would help people.				
69.	I want to be able to travel if the opportunity arises.				
70.	If I had the talent, I'd like to be a famous rock star.				
71.	I like reading to gain insight into human behavior.				
72.	It is important to share your life with someone.				
73.	If you don't take chances, you'll never get anywhere, and I like to take chances.				
74.	I'd rather be a leader than a follower.				
75.	The world would be a terrible place without beautiful things.				
76.	It is important to try to learn something new every day.				
77.	I would feel I was doing something worthwhile if I helped a friend with her problems.				
78.	I especially like things I make myself.				
79.	A close family is important to me.				
80.	I think it is important to donate to the needy.				
81.	I enjoy looking at beautiful scenery.				
82.	The best thing about winning a gold medal at the Olympics would be the recognition.				
83.	I like to go on hikes or bike rides with my friends.				
84.	I have strong beliefs about what is right and wrong.				
85.	It is important to have a family with whom to discuss problems.				
86.	I like an exciting life.				
87.	I prefer working by myself rather than as part of a team.				
88.	I'd like to know all that I can about the workings of nature.				

		Very True	Some-times True	Not True	Not True
89.	I think it's wrong to help a friend cheat on an exam, even if I know he will fail if I don't help him.				
90.	Having a job I know I can keep is important to me.				
91.	I'd like to have enough money to invest for the future.				
92.	I don't like someone assigning me tasks to do.				
93.	I do not like being alone very much.				
94.	I like to take charge of organizing activities.				
95.	I think saving money for the future is very important.				
96.	When I have done something I am proud of, it is important that other people know.				
97.	I would rather make less money at a job in which I choose my own work than make more money at a job in which someone tells me what to do.				
98.	People should contribute a small amount of money to be used to decorate public buildings.				
99.	I don't like to take risks with money.				
100.	I like thinking of something that has never been done before.				
101.	I would not like a job in which I traveled a lot and could not have lasting relationships.				
102.	If a teacher accidentally left test answers where I could see them, I would not look.				
103.	I like people to ask me for my opinion when trying to decide the best way to handle a situation.				
104.	If I could, I'd like to make a movie that people would think is beautiful.				

Turn back to the first page of this exercise. Above the words "Very True," write a 9. Above the words "Sometimes True," write a 6. Above the words "Not Sure," write a 3. Above the words "Not True," write a 0. Do the same for each page of the exercise.

Now for each number listed below, write the numerical value of the response you selected. For example, if on number 1 you selected "Sometimes True," put a 6 on the line next to number 1. When all the lines have been completed, total the numerical responses under each heading.

Family		Adventure		Knowledge		Power	
5	_____	3	_____	9	_____	7	_____
20	_____	15	_____	22	_____	23	_____
29	_____	16	_____	30	_____	35	_____
39	_____	24	_____	40	_____	44	_____
47	_____	38	_____	54	_____	50	_____
66	_____	61	_____	71	_____	74	_____
79	_____	73	_____	76	_____	94	_____
85	_____	86	_____	88	_____	103	_____
Total	_____	Total	_____	Total	_____	Total	_____

Moral Judgement and Personal Consistency		Money or Wealth		Friendship and Companionship		Recognition	
17	_____	1	_____	2	_____	8	_____
18	_____	11	_____	26	_____	10	_____
21	_____	13	_____	27	_____	19	_____
31	_____	33	_____	51	_____	43	_____
48	_____	56	_____	72	_____	58	_____
84	_____	57	_____	83	_____	70	_____
89	_____	67	_____	93	_____	82	_____
102	_____	91	_____	101	_____	96	_____
Total	_____	Total	_____	Total	_____	Total	_____

Independence and Freedom		Security		Aesthetics		Creativity		Helping Others	
34	_____	32	_____	4	_____	6	_____	12	_____
41	_____	45	_____	25	_____	14	_____	42	_____
53	_____	49	_____	36	_____	28	_____	62	_____
60	_____	55	_____	46	_____	37	_____	63	_____
69	_____	64	_____	75	_____	52	_____	65	_____
87	_____	90	_____	81	_____	59	_____	68	_____
92	_____	95	_____	98	_____	78	_____	77	_____
97	_____	99	_____	104	_____	100	_____	80	_____
Total	_____	Total	_____	Total	_____	Total	_____	Total	_____

Work Values

Rank each work value according to its importance to you. Put a "1" on the line in front of the work value which you think is most important. Put a "2" in front of the one which is second in importance. Continue until you have ranked all 13 work values.

_____1. Adventure - doing exciting activities, being in new or different situations, engaging in competition.

_____2. Artistic - producing something aesthetically pleasing to the physical senses.

_____3. Creative - initiating a new idea or product.

_____4. Financial Income - receiving a high income.

_____5. Independent - planning own work activities, being free to change procedures.

_____6. Intellectual - solving complex questions requiring thought, applying concepts and knowledge to problems.

_____7. Leadership - influencing others in their work, being a leader, making decisions.

_____8. Orderliness - following set procedures, doing well-ordered or repetitive routines.

_____9. Physical performance - being able to do difficult physical tasks which require precision and coordination.

____10. Productive - making a product or doing work which results in something usable.

____11. Recognition - being known by many people, receiving respect from others.

____12. Social Service - working for the benefit of others and society.

____13. Variety - being engaged in many different activities or problems.

FROM: Making a Life, Making a Living, developed by Carl Helms, Biddeford School Department, under a grant from the Bureau of Vocational Education, Maine Department of Educational And Cultural Services.

Personal Coat of Arms

This exercise is a way of combining several self-enhancing questions with some art work and small group disclosure.

Print ditto sheets with the design that appears on the opposite page and distribute it to the students. Ask each of them to create an individual coat of arms by making a drawing in the appropriate section expressing their thoughts regarding each of the following questions:

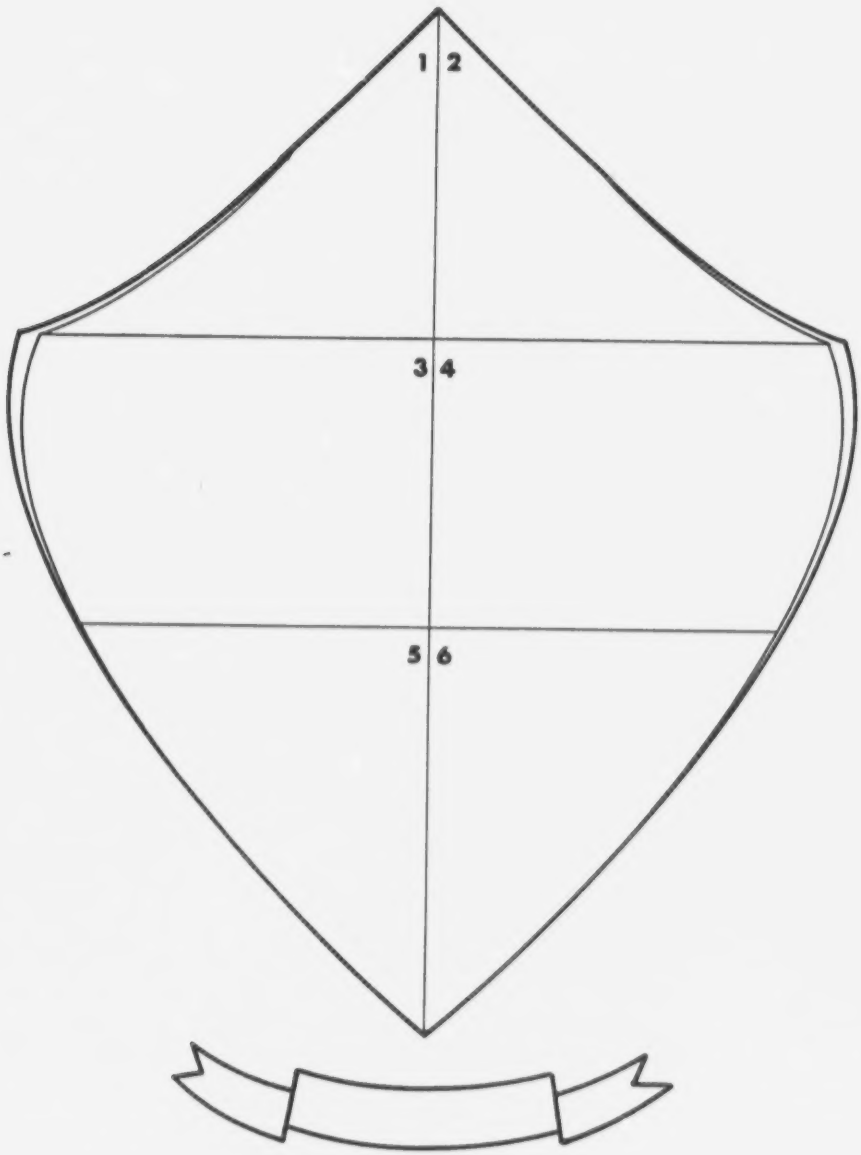
1. Express in a drawing the most significant event in your life from birth to age fourteen.
2. Express in a drawing the most significant event in your life from age fourteen to the present.
3. Express in a drawing your greatest success or achievement in the past year.
4. Express in a drawing your happiest moment in the last year.
5. If you had one year to live and were guaranteed success in whatever you attempted, what would you attempt? Draw a picture expressing your answer.
6. Express in a drawing something you are good at.
7. If you died today, what three words would you most like said of you?

Any number of questions could be substituted foor these above in order to adapt the exercise to different age levels. Some optional questions for drawings are:

1. What is something you are striving to become or be?
2. What is your family's greatest achievement?
3. What would you like to accomplish by the time you are 65?
4. Draw a picture of something you would like to be better at.

When the drawings are completed, ask the students to form groups of five or six and share what they have done with the small group. when they have finished sharing, you may wish to post all of the coats of arms on the bulletin board or the wall for a day or two.

After the students have shared their drawings in the small groups, you may wish to have them make several "I learned. . ." statements in their journals.


1
2
3
4
5
6

20 Things You Like to Do

GOALS: To help students recognize values, interests and abilities and relate them to careers.

MATERIALS REQUIRED

Paper and pencil for each student.
Symbol list for teacher.

PROCEDURE:

Student will list twenty things he/she likes to do.

When the lists are done, the facilitator tells the participants to use the left-hand side of their papers to code their lists in the following manner:

1. A dollar sign ($) is to be placed beside items which costs more than $10 each time it is done. (The amount could vary, depending on the group.)

2. Place a stick figure by those items which you like to do with other people.

3. Put a tree by these items which you do outside.

4. Place a by those activities you do during the day and a half moon by the activities you do in the evening. Put both symbols next to the activities which may be done at either time.

5. Put a "J" by those items which you could do as a job.

6. Rank order the five most important activities.

7. From the five most important activities write down three careers that include your activities. (Additional symbols may be developed.)

IDEAL FOR FOLLOW-UP

1. Students look up information on the three careers that fit their interests, abilities and values.

2. Discussion - small or large group.

Self–Evaluation Form

How do you rate yourself on each of these very important traits? All of them are, in varying degrees, important for success on any job.

TRAIT	RATING				
	VERY HIGH	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	WEAK
1. Dependability					
2. Self-Confidence					
3. Friendliness					
4. Cheerfulness					
5. Patience					
6. Ability to keep working under real difficulties					
7. Sense of humor					
8. Honesty					
9. Ability to make decisions quickly					
10. Responsibility					
11. Loyalty to those for whom you work					
12. Ability to sense other's feelings					
13. Sincerity					
14. Ambition to succeed on the job					
15. Courage to do the right thing, even if you are alone					

How do you rate yourself on each of these vary important traits? All of them are, in varying degrees, important for success on any job.

TRAIT	RATING				
	VERY HIGH	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	WEAK
16. Willingness to work hard					
17. Cooperate with others					
18. Enthusiastic about job					
19. Consider other's view					
20. Initiative					
21. Courtesy					
22. Lead others					
23. Work without supervision					
24. Promptness					
25. Orderliness					

Skills and Abilities Assessment

ASK YOURSELF THE FOLLOWING QUESTIONS AND MAKE SOME QUICK NOTES:

1. WHAT JOBS HAVE I DONE; WHAT EDUCATION/TRAINING DO I HAVE?
2. WHAT SKILLS HAVE I LEARNED FROM MY JOBS OR TRAINING?
3. WHAT TOOLS OR EQUIPMENT CAN I OPERATE?
4. WHAT ACTIVITIES HAVE I DONE SUCCESSFULLY?
5. WHAT ACCOMPLISHMENTS AM I MOST PROUD OF? WHAT DO I DO BEST?
6. FOR WHAT ACTIVITIES HAVE I BEEN COMMENDED FOR DOING WELL?
7. WHAT ACTIVITIES DO I REALLY ENJOY DOING?
8. WHAT PERSONAL CHARACTERISTICS DO I CONSIDER TO BE MY STRONG POINTS?
9. WHAT ACTIVITIES OR SITUATIONS DO I MOST DISLIKE OR NEED TO AVOID?

IN THE FOLLOWING PAGES ARE LISTS OF ACTIVITIES CATEGORIZED BY SPECIFIC SKILLS, RATE YOURSELF IN EACH OF THE SKILLS/ACTIVITIES USING THE FOLLOWING CODES:

VG = VERY GOOD G = GOOD TO FAIR

X - LITTLE OR NO SKILL BUT WOULD LIKE TO LEARN/LEAVE BLANK - NO INTEREST OR SKILL

IN EACH CATEGORY ARE BLANKS FOR OTHER SKILLS NOT LISTED, REVIEW THE ABOVE QUESTIONS AS YOU COMPLETE EACH SECTION AND ADD ADDITIONAL SKILLS, KNOWLEDGE ABILITIES OR INTEREST.

Social Skills

___COMFORTING PEOPLE WHO ARE ILL OR UPSET

___TEACHING OTHERS NEW THINGS

___TALKING WITH PEOPLE YOU DON'T KNOW

___SELLING A PRODUCT OR SERVICE

___LISTENING TO OTHERS' PROBLEMS

___SPEAKING TO GROUPS OF PEOPLE

___DEALING WITH EMERGENCIES

___FIGURING OTHER PEOPLE OUT

___HELPING THE HANDICAPPED

___TAKING A SURVEY

___REMEMBERING NAMES

___CONVINCING/PERSUADING OTHERS

___ORGANIZING A EVENT, PARTY, GAME

___KEEPING CHILDREN AMUSED

___MAKING FRIENDS EASILY

___ENTERTAINING PEOPLE

___SETTING UP RECREATIONAL ACTIVITIES

___RAISING CHILDREN

___GETTING ALONG WITH PEOPLE YOU DON'T LIKE

___FUNDRAISING/POLITICAL CAMPAIGNING

Language Skills

___EXPLAINING THINGS CLEARLY TO OTHERS

___FOLLOWING WRITTEN DIRECTIONS

___FOLLOWING SPOKEN DIRECTIONS

___USING NEW WORDS

___DOING CROSSWORD PUZZLES/WORD GAMES

___USING A DICTIONARY/ENCYCLOPEDIA/ETC.

___SPELLING

___USING CORRECT GRAMMAR

___UNDERSTANDING/REMEMBERING WHAT YOU READ

___READING QUICKLY

___KEEPING A DIARY

___WRITING LETTERS OR REPORTS

___SPEAKING TO GROUPS OF PEOPLE

___CONDUCTING A MEETING

___GETTING INFORMATION OVER THE PHONE

___LEARNING A NEW LANGUAGE

___KNOWING MORE THAN ONE LANGUAGE: (LIST)

_____

_____

___TRANSLATING (LIST LANGUAGES)

_____

_____

Mathematical Skills

___USING A CALCULATOR

___USING A SLIDE RULE

___USING AN ADDING MACHINE

___USING A COMPUTER

___USING A RULER

___USING A SCALE

___ADDING COLUMNS OF FIGURES

___COUNTING AND SORTING ITEMS

___USING A METRIC CONVERSION CHART

___UNDERSTANDING STATISTICS

___FIGURING PERCENTAGES

___BALANCING A BUDGET

___BALANCING A CHECKBOOK

___FIGURING OUT INCOME TAX

___READING GRAPHS AND CHARTS

___DOING ADVANCED MATH

___COUNTING CALORIES

___KNOWING ACCOUNTING/BOOKKEEPING

Clerical Skills

___TYPING: WORDS PER MINUTE ___

___SHORTHAND/SPEEDWRITING: WORDS PER MINUTE ___

___PLACING PHONE CALLS

___SETTING UP APPOINTMENTS

___PROOFREADING

___FILING WITH NUMBERS

___ALPHABETICAL FILING

___KEEPING RECORDS

___SETTING UP LODGING/TRANSPORTATION ARRANGEMENTS

___SUPERVISING OTHERS

___TRANSCRIBING FROM DICTATING MACHINE

___PAYING ATTENTION TO DETAIL

___ANSWERING THE PHONE

___RECEIVING VISITORS

___TAKING MESSAGES

___KEEPING TRACK OF SUPPLIES AND/OR EQUIPMENT (INVENTORY)

___ORGANIZING WORK/BUDGETING TIME

___TAKING NOTES DURING A MEETING

___MAKING RESERVATIONS (LODGING TRANSPORTATION)

___ESTABLISHING FILE SYSTEM

Career Development Plan

NAME: _____ S.S.#_____

ADDRESS: _____ PHONE:_____

PROGRAM: _____ BIRTHDATE: _____

INTERVIEWER: _____ DATE: _____

EDUCATIONAL HISTORY

1. Highest Grade completed ____ Year ____ G.E.D. ____ Dropout _____

2. Have you received any other training? Yes No
   What kind:
   Where:

WORK EXPERIENCE:

	Employer	Job Position	Dates Employed
1.			
2.			

Volunteer Work Experience, other skills and hobbies: _____

_____

BARRIERS TO EMPLOYMENT (check all that apply):

_____ Lack of Education	_____ Lack of Child Care	_____ Age
_____ Lack of Skills	_____ Race/Natl. Origin	_____ Police Record
_____ Lack of Work Experience	_____ Handicapped	_____ Sex
_____ Lack of Transportation	_____ Language Barrier	_____ Other
_____ Lack of Housing	_____ Health	

Explain barriers and make recommendations: _____

_____

_____

Employment and Training Needs:

_____ G.E.D.
_____ Orientation to work
_____ Skills Training
_____ Upgrading Skills
_____ Language
_____ Counseling
_____ Job Development
_____ Counseling

Supportive Services Needs:

_____ Housing
_____ Transportation
_____ Child Care
_____ Medical
_____ Legal
_____ Family Planning
_____ Financial Counseling
_____ Other:

Explain needs and how PIC can assist: _____

_____

EMPLOYMENT OBJECTIVES:

1. List three short-term training and employment goals:

_____

_____

_____

2. List long term education and career goals/plans:

_____

_____

INDIVIDUALIZED PLAN: (List recommended Activities and Services)

	Activity/Service	Date
1.	_____	
2.	_____	
3.	_____	

CERTIFICATION AND AGREEMENT:

I certify that all the information given is true to my best knowledge and belief. I further certify that all the above data as well as my personal rights and privileges, have been discussed with me anad that I have participated in and fully agree to the decisions and terms outlined herein.

PARTICIPANT'S SIGNATURE _____ DATE _____

INTERVIEWER'S SIGNATURE _____ DATE _____

Specific Competency:
Career Awareness

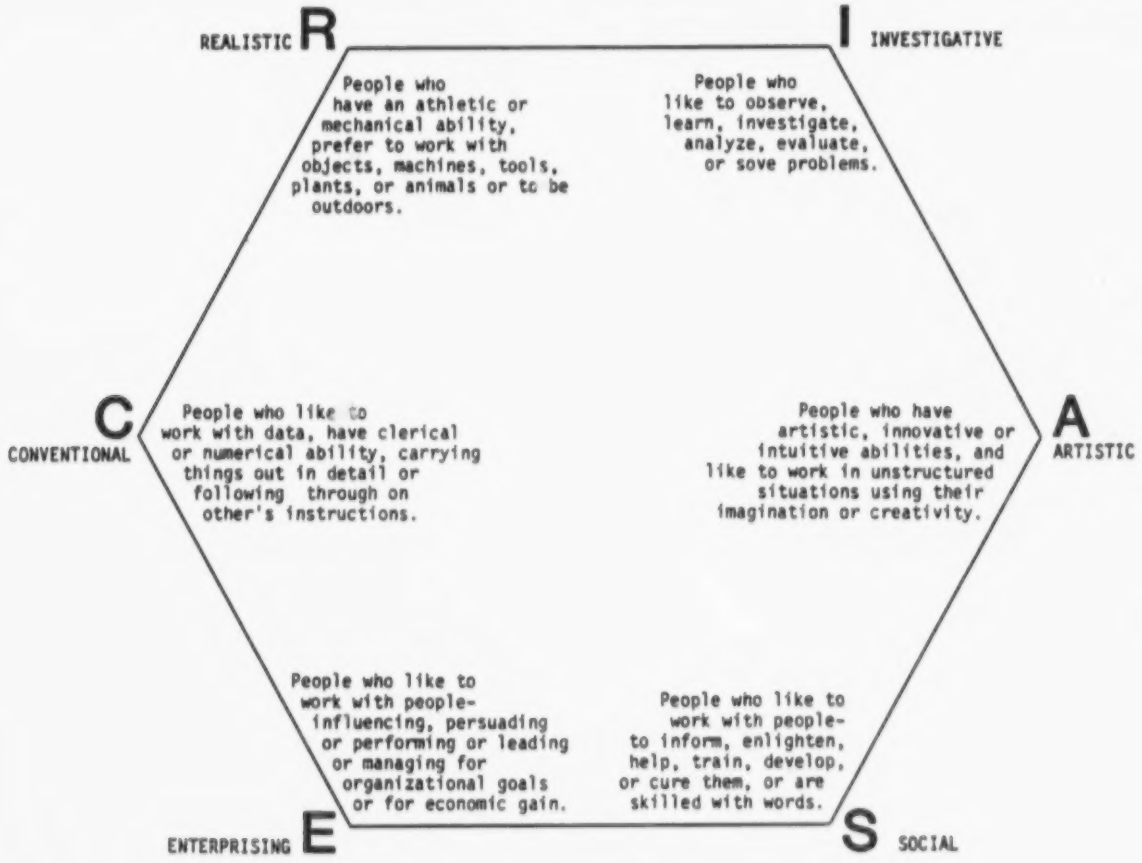
Student is able to:

-Identify career clusters
-Describe specific jobs within the clusters
-Describe the daily job functions for three specific jobs

COMPETENCY AREA: Career Decision-Making
SPECIFIC COMPETENCY: Career Awareness

Indicator	Benchmark	Suggested Method of Assessment	Minimum Certification
Demonstrate an ability to:			
a) Identify career clusters.	by identifying 2 career clusters of interest.	Interest, Inventory Counselor Appraisal.	Identify 2 career clusters of interest.
b) Describe specific jobs and aptitudes.	by listing three jobs within each of the 2 clusters and discussing the qualifications, skills, and training necessary to obtain those specific jobs.	Evaluation of Peformance.	List 3 jobs and describe qualifications, skills and training.
c) Describe the daily job functions for three specific jobs.	by listing major job duties performed on those three jobs.	Evaluation of Performance.	Job description for three jobs.

The Party


REALISTIC R
People who have an athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals or to be outdoors.
I INVESTIGATIVE
People who like to observe, learn, investigate, analyze, evaluate, or sove problems.
C CONVENTIONAL
People who like to work with data, have clerical or numerical ability, carrying things out in detail or following through on other's instructions.
A ARTISTIC
People who have artistic, innovative or intuitive abilities, and like to work in unstructured situations using their imagination or creativity.
ENTERPRISING E
People who like to work with people- influencing, persuading or performing or leading or managing for organizational goals or for economic gain.
S SOCIAL
People who like to work with people- to inform, enlighten, help, train, develop, or cure them, or are skilled with words.

1

Which corner of the room would you instinctively be drawn to, as the group of people you would most enjoy being with for the longest time? (Leave aside any question of shyness, or whether you would have to talk with them) Write the letter for that corner here:

2

After fifteen minutes, everyone in the corner you have chosen, leaves for another party cross-town, except you. Of the groups that still remain now, which corner or group would you be drawn to the most, as the people you would most enjoy being with for the longest time? Write the letter for that corner here:

3

After fifteen minutes this group too leaves for another party, except you. Of the corners and groups, which remain now, which one would you most enjoy being with for the longest time? Write the letter for that corner here:

Student Survey

NAME _____ SOCIAL SECURITY# ___ - ___ - ____

Have you ever had a job? Yes_____ No_____

JOB TITLE	DUTIES	DID YOU LIKE YOUR JOB	WERE YOU PAID?

Date of Graduation _____

What things do you like to do? _____

_____

_____

HAVE YOU HAD ANY SPECIAL TRAINING?	HOW DID YOU LIKE IT?
_____	_____
_____	_____
_____	_____

What kind of jobs would you like to do?

_____

_____

_____

_____

_____ _____

Participant Signature Date

Schedule

HOUR	ROOM NO.	INSTRUCTOR	SUBJECT	TIME
1.				
2.				
3.				
4.				
5.				
6.				

thank you!!!!!!!!!

Fifteen Occupational Clusters

1 AGRICULTURE (AGRI-BUSINESS)

Farmer
Wildlife & Conservation Technician
Agronomist
Horse Breeder
Agricultural Engineer
Entomologist

2 BUSINESS & OFFICE

Accountant
Computer Programmer
Bank Teller
Receptionist
Bookkeeper
Insurance Underwriter

3 COMMUNICATION & MEDIA

Television Producer
Technical Writer
Graphic Artist
Cameraperson
Stage Hand
Disc Jockey

4 CONSTRUCTION

Carpenter
Surveyor
Pipefitter
Stonemason
Draftsman
Architectural Engineer

5 CONSUMER EDUCATION & HOME ECONOMICS

Homemaker
Dietician
Credit Manager
Home Economist
Nutritionist
Consumer Affairs Manager

6 NATURAL RESOURCES & ENVIRONMENT

Urban Planner
Forest Ranger
Geologist
Sociologist
Soil Conservationist
Environmental Engineer

7 FINE ARTS & HUMANITIES

Clothing Designer
Historian
Astronomer
Cartoonist
Playwright
Opera Singer

8 HEATH

Medical Technician
Practical Nurse
Audiologist
Veterinarian
Physical Therapist
Dental Hygienist

9 HOSPITALITY & RECREATION

Stunt Man
Recreation Specialist
Hotel Manager
Ski Instructor
Professional Athlete
Chef

10 MANUFACTURING

Tool Designer
Millwright
Electrical Engineer
Machinist
Foreman
Sheet Metal Worker

11 MARINE SCIENCE

Fish Culturist
Oceanographer
Aquanaut
Hydrologist
Marine Biologist
Research Technician

12 MARKETING & DISTRIBUTION

Market Researcher
Mail/Stockroom Clerk
Salesperson
Retail Store Manager
Statistical Typist
Newspaper
Circulation Manager

13 PERSONAL SERVICES

Tailor
Waiter/Waitress
Travel Guide
Cosmetologist
Marriage Counselor
Masseur/Masseuse

14 PUBLIC SERVICE

Teacher
Lawyer
Armed Forces
Fire Fighter
F.B.I. Agent
Census Clerk

15 TRANSPORTATION

Airplane Pilot
Cab Driver
Air Traffic Controller
Merchant Marine
Truck Driver
Steward/Stewardess

Career Cluster Index

The Career Cluster Occupational Index is a list of the occupations found in the Occupational Microfiche Library filed by Search Code Number in each of the fifteen career clusters. As the introduction will present, the user is instructed to read the descriptions of the clusters then search through those that are appealing as potential fields of work. The career clusters are fifteen broad categories of occupations identified by the U.S. Office of Education. All of the occupations relate to one cluster. Some are found in two or three clusters, with a small number being found in all fifteen. Below is a description of each of the clusters as found in the Career Cluster Occupational Index.

Cluster #1: Agribusiness and Natural Resources

This cluster is concerned with production, conservation, regulating, and insuring that we receive the best products available for our use.

Cluster #2: Business and Office

This cluster is concerned with the preparation of people to enter a business career, and the offering of more efficient service in business.

Cluster #3: Communication and Media

This cluster is concerned with preparing people to enter the field of mass communication in journalism, motion pictures, telephone, and related fields.

Cluster #4: Construction

Occupations in this cluster relate to the construction of highways, buildings, bridges, and other structures using various materials and machinery to accomplish each task.

Cluster #5: Consumer and Homemaking Education

Workers in jobs in this cluster assist to enhance individual, family, and social well-being through educational service, home and family relations and management and textiles.

Cluster #6: Environment

This cluster contains occupations that are concerned with conditions as they presently exist and the preservation and maintenance of a relative amount of the natural environment.

Cluster #7: Fine Arts and Humanities

This cluster relates to studies and activities related to social, moral, and artistic values of a culture.

Cluster #8: Health

Occupations in this cluster relate to health and medical services to people of the community.

Cluster #9: Hospitality and Recreation

Workers in occupations in this cluster aid others or groups in making plans for leisure activities. They also maintain contact on tours and at home during recreation and entertainment.

Cluster #10: Manufacturing

People at work in occupations in this cluster make wares or products by hand or machine on a large or small scale.

Cluster #11: Marine Science

Workers on this cluster are interested in the discovery, management, cultivation and harvesting of food and minerals from inland and ocean waters.

Cluster #12: Marketing and Distribution

This cluster is made up of occupations that are involved with the preparation of goods and services, and the system that directs their flow from producer to consumer.

Cluster 13: Personal Services

Personal improvements, care of a person and apparel and possessions, and care of physical appearance are the tasks undertaken by workers in this cluster.

Cluster 14: Public Service

Occupations in this cluster involve government work at the federal, county, and local level.

Cluster #15: Transportation

Transportation workers are involved with the movement of people and things by car, rail, truck, airplane, pipeline, and water.

Once a career cluster area has been identified, the user looks through that cluster following the method previously described. Similar to an alphabetical index, the cluster index offers the DOT number, the OCCUY number, and the three-letter Holland typology.

IMPLEMENTATION

The Occupational Microfiche Library may be implemented in the local agency in many ways. The direct service needs are rather limited. The search process is rather self-directed, as is reading of the microfiche. Assistance with the search process and using the micrfiche reader may be offered by counselors, teachers, peer facilitators, or support staff.

Management of the aperture cards is something that should be directed by staff or peer facilitators. Being based on the alphabetical order of the cards in the library, it is essential that the integrity is maintained. A selected individual could be responsible for alphabetizing cards that are returned.

Occupational Information Interviews

GOALS: Students will interview individuals in their community to gain occupational information.

MATERIALS REQUIRED: Interview Questionnaire

PROCESS:

1. Familiarize students with occupational cluster groupings (Can use Dictionary of Occupational Titles, Occupational Outlook Handbook, and other available resources.) Hand out interview questionnaire.

2. Have students select three occupations each from different clusters, then interview a person in each.

3. Interim reports can be presented to class by:

   a) posting on wall

   b) small group discussion

   c) oral presentation to entire class

Note: Teacher may revise questionnaire as desired.

Speaker and Interview Questionnaire

Name _____ Date _____

Person Visited: _____

Place Visited: _____

Name of Job: _____

Duties of Job: _____

_____

Education and Training Required: _____

Specific Skills Necessary: _____

_____

Does this job mostly work with people, or data, or things: _____

Salary range of this occupation: _____

Are there any entry requirements for this job such as union or other organi-

zation membership? _____

What are extra benefits or rewards in this occupation? _____

_____

What leisure time activities do you enjoy? a) related to job_____

b) not related to job_____

What other experience have you had related to this occupation: _____

What other jobs might you be able to do with the training or experience you now have?

_____

_____

_____

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Job Site Observation

Job Site: _____

Date: _____

Name: _____

1. What were the responsibilities or duties of the job? _____

_____

_____

2. What new knowledge or skills did you observe at the job? Describe

_____

_____

_____

3. What have you learned in the workshops, either from study or discussion, that you observed on the job?

_____

_____

_____

4. What skill must you develop to perform this job?

_____

_____

_____

5. What would you find interesting or challenging about this job? Explain.

_____

_____

_____

6. Did this job meet your expectations? Explain. _____

_____

_____

Specific Competency:
Labor Market Information

Student is able to:

-Describe the current local labor market

-Identify growth/demand occupations

-Discuss the characteristics of the three occupations

-Relate the specific career choices to the local/regional labor market

COMPETENCY AREA: Career Decision-Making
SPECIFIC COMPETENCY: Labor Market Information

Indicator	Benchmark	Suggested Method of Assessment	Minimum Certification
Demonstrate an ability to:			
a) Describe the local labor market.	by identifying 5 major employers.	Evaluation of Performance.	List 3 major local employers.
b) Identify growth/ demand occupations.	by listing 3 occupations for which there is or will be a labor shortage.	Evaluation of Performance.	List the 3 occupations for which there is local demand/growth.
c) Discuss the characteristics of the two occupations.		Evaluation of Performance.	list at least 3 characteristics in such categories as: 1) Entry level skills, 2) Working conditions, 3) Wages and benefits.
d) Relate the specific career choices to local/ regional labor market.		Evaluation of Performance.	List 3 local employers for a selected career or occupation.

Community Resource Games

GOALS: To learn the variety of occupations and business within the community.

PROCESS:

1. Divide into teams of five. Give each team a list of the United States Office of Education clusters:

Business and Office	Transportation
Consumer and Homemaking Related	Health
Communications and Media	Public Service
Fine Arts and Humanities	Agribusiness and Natural Resources
Environmental Control	Construction
Personal Service	Marketing and Distribution
Manufacturing	

2. Discuss the clusters and have students give examples of jobs in each cluster.
3. Each team lists jobs found in the community, the business where the job is found and the cluster represented. No job may be listed more than once, although it can be found in more than one business.
4. For each job listed (with business and cluster) the team receives one point. For each one of the 15 clusters listed, the team receives a bonus of 5 points.

   Example of scoring:

a.	teller ____	business office ____	1st National Bank ____
b.	driver ____	transportation ____	Greyhound ____
c.	cook ____	hospitality & rec. ____	The Bean Pot ____
d.	accountant ____	business & office ____	1st National Bank ____
e.	pilot ____	transportation _____	United Airlines ____

   one point for each job _____ 5

   five points for each cluster _____ 15 (2 are mentioned twice)

   Total _____20 points

5. Limit the time to 20-30 minutes. Each team will explain its list to the rest of the class and must be prepared to defend it.

Community Resource File

GOALS: Develop a file of potential resources in the community.
Enable staff and students to become aware of resource potential in community.
Involve members of community with the school.

PROCESS:

1. Brainstorm with the class and list community resource where students can find jobs or information about future careers.
2. Have class members develop a resource form listing the types of information they feel is pertinent. The depth and extent of the file would depend upon the school or class commitment For an extensive file, many sources could be used--service clubs, yellow pages, faculty, parents, etc.
3. Those resource persons selected should be contacted and an appointment set up to determine the kind and extent of the resources available.
4. File the resource forms. Update and enlarge as needed.

Occupational Information Inventory

List the names of three (3) occupations you think you would most like to do (You may want to include jobs you have done in the past or are now doing).

1. _____
2. _____
3. _____

FOR OCCUPATION 1:

1. Occupation Activities:

   Generally, what does a person in this occupation do? (i.e., what is the nature of the work?)

   _____

   _____

   _____

   List three specific examples of tasks performed in this occupation.

   1. _____
   2. _____
   3. _____

2. Occupational Characteristics and Requirements

   Check below each characteristic that is true for the occupation you have selected.

_____ Requires problem solving	_____ A lot of public contact
_____ Uses tools, machinery	_____ Part-time
_____ Requires instructing others	_____ Able to see results
_____ Does the same thing over & over	_____ Can be creative
_____ Hazardous	_____ Influences others
_____ Outdoors	_____ Competition on the job
_____ Hard physical work	_____ Works as part of a team
_____ Cannot move around much	_____ Jobs widely scattered
_____ Precision	_____ On your own
_____ Requires work with detail	

3. Preparation for Work

What kind of training or education do you think most people need for this occupation?

	Yes	No
A high school diploma or G.E.D.?	___	___
A two-year technical or college degree?	___	___
A four-year college degree	___	___
One-the-job training	___	___
No training?	___	___

4. Advancement

What are two possibilities for advancement to other occupations from this occupation?

_____

_____

5. Related Occupations

Name two other occupations where the work is similar to the occupation you chose.

_____

_____

6. Industry

List four types of industries or firms which hire people in the type of occupation you chose.

_____

_____

_____

_____

7. Employment Opportunities

Is this occupation "in demand" in your local area?

_____ Yes _____ No _____ I don't know

Is this occupation "in demand" nationally or in other specific localities?

_____ Yes _____ No _____ I don't know

What is the future outlook for employment in this occupation?

_____

_____

_____

8. Earnings

About how much money does a person make who is just starting in this kind of job? _____

About how much money does a well-experienced person make in this kind of job? _____

What are the local wages for this job? _____

9. Labor Market Characterization

Where would you expect to most easily find employment in this occupation?

_____ Any large city
_____ Any town
_____ A rural area
_____ A particular city
_____ A particular part of the country
_____ Anywhere

10. Interest

Briefly state why you are interested in this occupation.

_____

_____

_____

_____

FOR OCCUPATION 2:

1. Occupation Activities

Generally, what does a person in this occupation do? (i.e., what is the nature of the work?)

_____

_____

List three specific examples of tasks performed in this occupation.

_____

_____

_____

2. Occupational Characteristics and Requirements

Check below each characteristic that is true for the occupation you have selected.

_____ Requires problem solving
_____ Use tools, machinery
_____ Requires instructing others
_____ Does the same thing over and over
_____ Hazardous
_____ Outdoors
_____ Hard physical work
_____ Cannot move around much
_____ Precision
_____ Requires work with detail
_____ A lot of public contact
_____ Part-time
_____ Able to see results
_____ Can be creative
_____ Influences others
_____ Competition on the job
_____ Works as part of a team
_____ Jobs widely scattered
_____ On your own

3. Preparation for Work

What kind of training or education do you think most people need for this occupation?

	Yes	No
A high school diploma or G.E.D.?	___	___
A two-year technical or college degree	___	___
A four-year college degree	___	___
No training?	___	___

4. Advancement

What are two possibilities for advancement to other occupations from this occupation?

_____

_____

5. Related Occupations

Name two other occupations where the work is similar to the occupation you chose.

_____

_____

6. Industry

List four types of industries or firms which hire people in the type of occupation you chose.

_____

_____

_____

_____

7. Employment Opportunities

Is this occupation "in demand" in your local area?

_____ Yes _____ No _____ I don't know

What is the future outlook for employment in this occupation?

_____

_____

_____

_____

8. Earnings

About how much money does a person make who is just starting in this kind of job _____

About how much money does a well-experienced person make in this kind of job? _____

What are the local wages for this job? _____

9. Labor Market Characterization

Where would you expect to most easily find employment in this occupation?

_____ Any large city

_____ Any town

_____ A rural area

_____ A particular city

_____ A particular part of the country

_____ Anywhere

10. Interest

Briefly state why you are interested occupation.

_____

_____

_____

_____

_____

Specific Competency:
Career Choice

Student is able to:

-Select an appropriate career goal

-Identify abilities used in that career that can be transferred to other careers

-Formulate a reasonable plan for achieving that career goal

-Make a realistic career choice

COMPETENCY AREA: Career Decision-Making
SPECIFIC COMPETENCY: Career Choice

Indicator	Benchmark	Suggested Method of Assessment	Minimum Certification
Demonstrate an ability to:			
a) select an appropriate career goal.	describe a career goal that is consistent with one's demonstrated interest abilities, resources, and constraints.	Client, Counselor, and Employer Appraisal.	Client, Counselor, and Employer Appraisal Summary, Aptitude test scores, Interest test test summary. Selects a career goal which is reviewed by counselor/ instructor.
b) Identify abilities used in that career that can be transferred to other careers.	by listing possibilities of related careers if that career goal is not open for employment.	Evaluation of Performance.	List of other related occupations and skills that can be transferred.
c) Formulate a plan for achieving that career goal.	by listing the skills and resources needed and steps for achievthem.	Evaluation of Performance.	List of skills and resources needed and an action plan to achieve the career goal.
d) Make a realistic career choice.	by comparing his/ her present situation with career goal and identifying career gaps.	Client, Counselor, and Employer Appraisal.	List of indentified gaps/barriers.
e) Demonstrate an understanding of the advancement potential within the chosen career.			List possible jobs for advancement within the identified career area.

Your Television Interview

It is five years from now and you are working at your chosen career. Not only are you working productively at your career, but you are also well known and being interviewed for television or a newspaper article. Your interviewer asks you the following questions?

1) Looking back how did you get from where you were to where you are now?

2) Was it hard?

3) What problems did you encounter? (Be very specific here.)

4) Did your view of yourself and your life change? How is it different now?

5) What would you advise others who want to choose this career and do what you have done?

Write up a newspaper article about yourself as a well known person in that career. Save your list of problems to work on in the next activity.

Let's Do a Little Planning – and Then Some More!

Using the problems list from your interview activity, choose a "planner consultant" from the class members. Let your classmate take notes and help you think out your planning process, and then you do the same for him/her. Very quickly describe a five-year plan and let your planner consultant write it down. Then dictate a more detailed year plan. Using the last step in that year plan, go backward and write out every major step until you reach where you are. Like this:

Where you are now	Next	Next	Next	Next	Next to Last	Last Step

← Begin here when planning

Then do the same thing for a month's plan of action.

Here is an example:

My five-year plan: Become a printer; find an interim job; study printing; and find a job as a printer.

One-year plan:

Explore printing field	Apply at VTI	Find an Interim Job	Apply for Financial Aide	Enroll in VTI
☐	☐	☐	☐	☐

← Begin here when planning

One Month's Action Plan:

Call VTI make appt.	Interview a printer	Complete Resume	Applications for work

← Begin here when planning

My Career Plans

Name _____ Date _____

School _____

After graduation I plan to :

- ☐ Get a job
- ☐ Join the military
- ☐ Enter an apprenticeship program
- ☐ Attend a vocational training program
- ☐ Attend college

Please fill out the section that applies to you

Job

Employer _____

Area of Employment _____

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have all the necessary application forms					
I have written a resume					

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have arranged for a job interview					
I have my social security card					

COMMENTS _____

Apprenticeship

Union _____

Area of Training _____

-Check Appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have requested information from this union					
I have all the necessary application forms					

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have taken the proper entrance test					

COMMENTS _____

Military

Branch _____

Area of Training _____

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have requested information on this branch of the military					
I have contacted the recruiter					
I have all the necessary application forms					

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have asked the high school to send my transcripts					
I have taken the proper entrance test					

COMMENTS _____

College/Trade School 1st Choice

Name of School _____

Area of Training _____

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have a copy of the school's catalog					
I have all the necessary application forms for enrollment					
I have requested my transcript be mailed to admissions					
I have taken the proper entrance test (i.e. SAT, & ACT)					
I have made housing arrangements					

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have written the financial aid officer for information					
I have completed a BIA application for financial aid					
I have completed a FAF (Financial Aid Form)					
I have completed an Alaska State Loan application					
I have completed an Alaska State Grant application					

2nd Choice Name of School _____

I have a copy of the school's catalog					
I have all the necessary application forms for enrollment					
I have requested my transcript be mailed to admissions					
I have taken the proper entrance test (i.e. SAT, & ACT)					
I have made housing arrangements					

I have written the financial aid officer for information					
I have completed a BIA application for financial aid					
I have completed a FAF (Financial Aid Form)					
I have completed an Alaska State Loan application					
I have completed an Alaska State Grant application					

3rd Choice Name of School _____

COMMENTS _____

Job Needs Checklist

1. The minimum salary for which I could work and make ends meet is: $

2. I must work within walking distance of my house ___; a short driving distance ___; a longer driving distance _____; near public transportation ___.

3. I cannot relocate ___; I can move to another city in my state ___; I can move to another state to get a job ___.

4. I must work between the hours of ___ and ___. I can only work on the following days: Monday ___, Tuesday ___, Wednesday ___, Thursday ___, Friday ___, Saturday ___, Sunday ___.

5. I am free to work nights: occasionally ___, frequently ___, never ___.

6. I can be away from home overnight: never ___, occasionally ___, frequently ___.

8. I need a job which is guaranteed to last for at least: one month ___, six months ___, one year ___, more than one year ___.

9. I am more interested in: the amount of money I make ___; the excitement of my work ___; the promotion potential of the job ___.

10. I must have a guaranteed monthly income ___. I can work on commission ___.

11. I do my best work: morning ___, evening ___, afternoon ___, anytime ___.

12. I am happiest when I am working: indoors ___, a little of both ___.
I want to work: in the city ___, in a small town ___. Most of the time I like it when it is: quiet ___, noisy ___; busy ___; slow ___. I like a workplace that is: tightly organized ___, loosely organized ___. I like to work with and around people ___, by myself ___, it really does not matter ___.

13. I enjoy working under conditions where there is: little or no pressure ___, pressure exists most of the time ___, somewhere in between the two ___.

14. I enjoy doing: routine tasks ___, something different much of the time ___. I enjoy: giving directions ___, taking directions ___; being self-employed ___, being an employee ___. I enjoy working for: a large company or chain ___, a small business or organization ___.

15. I like to do things at: a fast pace ___, at a slow pace ___. I like to do: careful, precise work ___, work that can be done casually ___.
I like a schedule and a job that is: rigid ___, flexible ___.
I would consider myself: self-disciplined ___, carefree ___.

16. When trying to figure something out I depend on: my feelings ___, my intellect and reason ___. I remember things best after I have: seen them done ___, heard them described ___, or done them for myself ___.
I consider myself mainly: a reader ___, a listener ___, a talker ___.
I feel most comfortable around: children ___, old people ___, people my own age ___, men _____, women _____ animals _____

Guidelines for Goal-Setting

"If you don't know what you want, you probably will never get it."

Goals are important for giving direction to your energy. They can give your life purpose, direction, and provide something to look forward to. You may feel that goals are limiting, on the contrary, however, once you have set a plan if necessary. Without a goal, you may remain free-floating with no end in sight, probably blind to opportunities as they pass you by. Setting a goal can activate momentum towards a long-range outcome you may desire. It gets things moving.

Any goal must be:

1) relevant and meaningful to you. It must contain qualities that are essential to you -- your values, interests, strengths, and weaknesses. It must reinforce your idea of success and what you must have to make you happy.

2) realistic. If a goal is unattainable, it can be self-defeating and frustrating. If the goal is real, then you can make the everyday choices that will lead towards your goal.

3) specific. It would be too vague to say "I want to be happy." By being more specific -- "I want to be good at decorating, that would make me happy" -- you can break your goal down into small steps.

4) manageable. Working with a manageable goal allows flexibility. If one step doesn't work, it is easy enough to try another alternative. You can begin to determine how you want to spend your time, and what short term objectives are necessary to reach your long-range goal.

Goal-setting offers a disciplined, creative approach to life. Yes it can create a tension, but this tension can bring out our finest resources and can quicken our minds in response.

To help you determine meaningful goals for yourself, complete the following:

What you'd like to happen in five years.

List here things you would like to learn to do, satisfying activities you'd like to be involved in, and things you want to strive toward during the next five years. Keeping your values in mind, think in terms of occupation, leisure time, family, education, etc.

What you'd like to happen in one year.

List here things you would like to learn to do, activities you'd like to be involved in, and things you want to strive toward during the next year. Some of these may be duplications of your first list.

You can now take this information and convert it into a statement of a goal or goals that you'd like to accomplish. The following "flow-chart" will help you in "back-planning" i.e., planning specific steps you can take toward reaching your goal.

Do You Know Where You're Going?

Answer this special questionnaire to find out how much you really know about the job or career you may be working in for the next 25 - 50 years. The questions are tough! The results may be startling! But if you dare to do some self-analysis it can be fun.

Read the underlined question and then answer the 18 statements listed below. Indicate on a scale of 1 (never) to 4 (frequently) how often you have had each experience during the past 12 months.

In relation to a job or career you might like to enter (_____ name of job or career _____), how frequently during the past 12 months have you:

	NEVER	ONCE	SEVERAL TIMES	MANY TIMES
1. Talked about the job or career with relatives or friends.	1	2	3	4
2. Talked about the job or career with persons employed in that career field.	1	2	3	4
3. Talked about the job or career with counselors or instructors.	1	2	3	4
4. Read materials about the job or career.	1	2	3	4
5. Observed activities in the job or career.	1	2	3	4
6. Tried out activities related to the job or career.	1	2	3	4
7. Worked in this job or career field	1	2	3	4
8. Thought about racial, sex, or other biases that may exist in the job or career field.	1	2	3	4
9. Thought about the steps necessary to prepare for the job or career.	1	2	3	4
10. Inquire into the range of pay for the job or career.	1	2	3	4
11. Inquired into the level or schooling or type of training required to enter the job or career.	1	2	3	4
12. Thought about how to apply the training program or educational program to the job or career field.	1	2	3	4

	NEVER	ONCE	SEVERAL TIMES	MANY TIMES
13. Asked about the employment demand for people in this job or career.	1	2	3	4
14. Thought about the lifestyle you would have with this job or career (for example, the amount of money, working conditions, kind of friends).	1	2	3	4
15. Thought about how well the job or career matches your interests and abilities.	1	2	3	4
16. Thought about where you live and whether or not this job or career is available there.	1	2	3	4
17. Thought about the kind of transportation you will use to get to this job or career.	1	2	3	4
18. Thought about whether or not this job will be available in five or ten years.	1	2	3	4

++

SCORING

I had ___ number 1's, multiplied together = _____.

I had ___ number 2's, multiplied together = _____.

I had ___ number 3's, multiplied together = _____.

I had ___ number 4's, multiplied together = _____.

Total = _____ (add the above.)

If you scored between 55 and 72, "You know alot about this career or job and must have a real strong interest in pursuing it."

If you scored between 37 and 54, "You know something about this career or job, but need to continue looking into and reading about it."

If you scored between 19 and 36, "You don't know much about this job or career. You have got some work ahead of you to be sure you've the right choice."

If you scored between 1 and 18, "Are you sure you know what you're getting into?"

Career Steps

List your goal in the square on the spaces below, add jobs from beginning entry level to those of the goals. If there are jobs which are above your goal, list them on the spaces above your goal.

(8)

(7)

(6)

My Goal

(5)

(4)

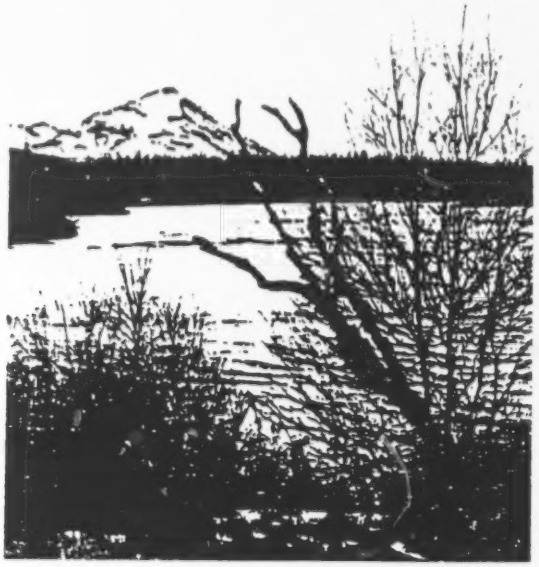
(3)

(2)

(1)

97

Competency Area



Life/Work Management

Competency Area

Life/Work Management

Does the student have the ability to solve personal problems that infringe on employment?

Employers realize that they can have very intelligent or experienced employees, yet if personal problems infringe on employment, that ability is of little use. This competency area deals with managing a person's life and solving problems. It presents the skills required to balance a person's private life and work life. Both areas are interdependent, and it is up to the worker to keep one area from adversely affecting the other. Some of these skills include providing reliable transportation, day care, basic needs, and managing money. In order to work, the student must also be free from substance abuse affecting employment and the student should be physically able to work as well.

In our work and private lives, problems inevitably arise. The student should be able to identify the "real" problem, gather more information as needed, think about what to do next, and choose the most feasible course of action. In addition, that student must carry the theoretical to the real level by persevering with that solution and making changes if needed. Later he/she should be able to evaluate that solution and learn from mistakes or realize what new problems arose.

This competency area deals with how personally ready a student is for employment and how self-reliant he/she can be. The two competencies that fall under this area are:

1. Managing Personal Responsibility; and

2. Problem Solving/Coping

Their definitions, indicators, benchmarks, assessment and certification process follow the section dividers for each.

Specific Competency:
Managing Personal Responsibility

Student is able to:

-Provide reliable transportation

-Provide adequate child care

-Provide basic needs such as food, shelter, clothing

-Use adequate consumer skills and manage money

-Be commited to freedom from substance abuse

-Be physically able to work

COMPETENCY AREA: Life/Work Management
SPECIFIC COMPETENCY: Managing Personal Responsibility

Indicator	Benchmark	Suggested Method of Assessment	Minimum Certification
Demonstrate an ability to:			
a) Provide reliable transportation and alternate solutions.	Identify primary and alternate transportaion sources to all training activities.	Evaluation of Performance.	List transportation sources.
b) Provide adequate child care.	by developing primary and back up child care for all training activities.	Evaluation of Performance.	List primary and secondary child care.
c) Provide basic needs such as food, shelter, clothing.	by developing methods to meet those needs if responsible for self and using social services agencies if needed.	Client and Counselor/ Instructor.	List methods to meet basic needs if responsible for self.
d) Use adequate consumer skills and manage money.	by completing and managing an itemized weekly budget for 4 consecutive weeks.	Evaluation and Performance.	Copy of budget and evaluation of problems encountered.
e) Be aware of employers' expectations regarding substance abuse.	by past history and by verbalizing employers' expectations.	Counselor/Instructor Appraisal.	List typical substance abuse problems and effect on the workplace.

Examples of Activities for Managing Personal Responsibility

1. Prepare a budget using the amount of money you have available now. Now prepare a budget as if you were working in your new occupation with that salary and the benefits. Are there any differences?

2. Make a list of your basic needs - things you could not possibly live without. If you moved to another country, how would you go about finding these needs? What are some of the ways in this country that people can help finding their basic needs?

3. Have a guest speaker come in and talk about how alcohol or drugs can interfere with work and how you would identify warning signs. What advice would you give to your brother or sister if he/she were letting substance abuse affect his/her life?

4. Identify primary and alternative transportation sources you have available.

5. Identify primary and back up child care sources you have available.

Basic Human Rights

. . . Right to refuse requests without having to feel guilty or selfish.

. . . Right to feel and express anger.

. . . Right to feel and express a healthy competitiveness and achievement drive.

. . . Right to strive for self-actualization through whatever ethical channels one's talents and interests find natural.

. . . Right to use one's judgement in deciding which needs are the most important for one to meet.

. . . Right to make mistakes.

. . . Right to have one's opinions given the same respect and consideration that other people's opinions are given.

. . . Right to be treated as a capable human adult and not to be patronized.

. . . Right to have one's needs be as important as the needs of other people.

. . . Right to be independent.

. . . Right to be spontaneous.

. . . Right to change.

Patricia Jakubowski-Spector, Self-assertive training procedures for women.

Do Without List

If you were to go to a rural community which is isolated, including no roads, which of the following things would you be most able to do without? List the things in rank order of your ability to do without them.

___ automobile

___ your own home furnishings and home

___ telephone

___ television

___ shopping center

___ recreational facilities

___ beauty/barber shop

___ concerts/plays

___ churches/clubs

___ hospitals/doctors/dentist

___ visits with relatives

___ liquor stores/bars

___ library/book shops

___ social relationships with special friends

Now rank the following items according to which you would find most frustrating.

___ not getting mail every day

___ doing without fresh produce, eggs, bakery products

___ getting newspapers several days late

___ living next door to the boss

___ waiting and waiting and waiting for meetings which are scheduled on relaxed country time.

___ doing without electricity for several days

___ not being able to spend much time outdoors for a week or more because of extreme weather

___ being sick and receiving attention from a medical aide instead of a physician.

___ chitlins, poi, greens blackeyed peas, testing seal oil, raw fish, and unusual native foods

___ not understanding when people are speaking another language around you

___ having to use a bucket when the plumbing doesn't work/ or no plumbing

___ having to feed and house strangers who arrive unexpectedly.

___ not being able to escape from the people you work with at the end of the day or week.

Budgeting

budget. A plan for using the money you have to achieve the goals you set.

Defining budget

Determining your feelings about budgeting

Most people have opinions about budgets, whether they know what budgets are or not. Statements by four people follow. Check the boxes before those statements with which you agree. Do this quickly and without much thought. Let your answers reveal your deeper feelings about the idea of budgeting.

Minnie Lamazutski

☐ A Budget for me? That's a joke. I don't have enough money to need a budget. As it is I spend every cent I get on things I have to have. I hardly even get to go to a movie.

Barton Strap

☐ There are certain things that I have to pay for every month. I budget so I'll be sure I have enough to pay for those things.

I also budget so I'll be able to save for the future.

Angelina Fu

☐ I've been thinking about it lately and I've decided I'm going to start budgeting. I'm going to start going without everything I can possibly go without. Even things I really want. That means I'm going to be a super-budgeter.

The books just say you may have to go without some things so you can get other things you want.

Herb Squash

☐ Having a budget is like wearing pants that are too tight. I like to move. I like to be free. I can't plan a budget. Things like that just hold me back.

The purpose of a budget should not be to hold you back but to help you live the way you want to live and to move in the direction that you want to move. Would Herb benefit from a budget? Is there such a thing as a budget for a person who thinks as he does? Perhaps the central question is this: Would a budget help Herb live more successfully in his chosen style? Before trying to answer, we should look at the way Herb lives now. More specifically, we should study the way he uses money to express his values and reach his goals.

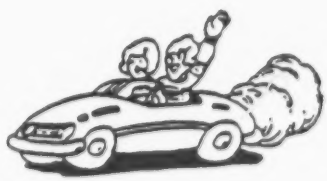
Like everyone else, Herb is a complicated person. For our purposes here, however, we will assume that we can understand Herb's spending in the light of just two goals:

to have a good time;

to save some money for community college the next fall.

MONDAY

Herb goes to his job as a cashier in his uncle's restaurant. Monday is pay day-just in time, for Herb is flat broke. He takes home $120. That evening he and his friend Olga go dancing. On the way, he puts $9 worth of gas into his mother's car. His share of the date comes to $16.



TUESDAY

Herb sleeps late and stops off at The Haven, a fast food restaurant, to eat breakfast ($5.75) even though he could eat at home for free. He usually finds some of his friends there. They talk for a few minutes before he runs off to work. That evening Herb goes to a movie with his next door neighbor ($7.50). On the way home, they stop for a snack ($3.00).

WEDNESDAY

Again Herb stops at The Haven for breakfast ($5.75). He's earlier today, though. He has time to shop for a shirt ($17.00) and a belt ($7.50) before he goes to work. He wears his new clothes that evening when he and Olga go dancing.

THURSDAY

Its The Haven for breakfast once more ($5.75). On the way Herb agains stops for gas ($9.00). That evening he buys a paperback book ($3.60). He stays home and reads.

FRIDAY

Still Herb is not in the mood to fix his own breakfast. He eats at The Haven ($5.75) on his way to work. That evening he and his sister go out for a snack. ($6.00).

SATURDAY

Olga calls him up and asks him if he would like to go dancing. Herb says yes, but then counts his money. He has less than $2.00. The car needs gas. Once again, he will have to talk the gas station attendant into selling him $1.50 worth. He stays home that evening and all of Sunday.

It may be, then, that Herb is held back by a lack of a budget. Would he be better able to reach his goals if he had a financial plan? The only way he could know for sure would be by establishing a budget and following it. As a first step in that direction, he might figure out how he spends his money in an average week. He might keep a record of his income and expenses.

Here we will assume that Herb's spending for the week discussed above is typical. Reread that account, inserting each described expense on an appropriate line of the record form on the next page.

Weekly income: $_____

Weekly expenses: $_____

FOOD

item	cost
	$
	+

Add the expenses in each category.

TRANSPORTATION

item	cost
	$
	+

CLOTHING AND GROOMING

item	cost
	$
	+

RECREATION

item	cost
	$
	+

SAVINGS

item	cost
	$
	+

MISCELLANEOUS

item	cost
	$
	+

TOTAL WEEKLY EXPENSES

On the first line of the miscellaneous section, insert any expenses that do not fit in other categories. Then, add all the itemized costs and subtract the total from the weekly income. If there is anything left over, insert it on the second line.

Put yourself in Herb's position. Where would you reduce your spending so that you would make more money for recreation and some money for savings? Make any changes in the available space on Herb's financial record. Examine the record and the account of Herb's typical week before making any decisions. Then figure out the new totals for each expense category. This will be Herb's weekly budget as you see it.

Rules for Successful Money Management

1. A spending plan does not prevent you from getting what you want; it helps you get what you want. It does not take time; it saves time.

2. Arrange a system for handling money and make certain that everyone in the family understands the system.

3. Make your own spending plan - suited to your own income, your own needs, your own wishes. Don't try to follow others ... Your own spending plan is the only one that will help you.

4. Decide what your family's most important goals are. Your money should be spent for those things which mean most to your family's welfare and happiness, and not wasted on things which mean least to you and your family.

5. Plan ahead for the whole year ... only in this way can you have a true picture of where you are going and how well you are doing.

6. Include all your income and all your expenses. Plan according to what your income is now, not what you expect it to be.

7. Bring all of the family into the plan. If every family member understands the family goals, they will work harder for them and your plan will stand a better chance of success. It is important that any major purchase first be discussed and mutually agreed upon.

8. Pay yourself first by trying to save 10% of your income. If you can't manage 10% right away, try to save a smaller amount, but do so regularly.

9. If, at the beginning, you fail at times to stick to your budget plan, don't throw up your hands, stay with it. You will succeed if you are determined to succeed.

10. Review your plan once a month. Hold family councils on it; let everyone in the family know where it has been successfull and where it has not been successful. Make each one in the family responsible for some part of the success of the plan.

11. Make up your mind to stick to the plan, but don't be afraid to alter it if you see that it can be improved.

You May be Headed for Trouble If...

-Bills you used to pay on time are put off for another month or so.

-You're constantly shuffling funds about, using cash you had set aside for other purposes such as an upcoming tax bill, or a fund for a new refrigerator or couch.

-You have less than two-three months take home pay ready in a savings account for emergencies.

-You're borrowing to pay for items you used to buy with cash.

-You're taking out new loans to pay old ones, or extending old loans to lower monthly payments.

-Your monthly installment debts (revolving charge accounts and personal loans, but not your home mortgage) exceed 20 percent of your take-home pay.

-You consistently pay only the minimum amount due each month on your charge accounts.

-You receive a lot of overdue payment notices.

-You depend upon extra income to make ends meet.

-You're unable to save for long-term goals.

-You're unable to save for upcoming needs such as replacing major appliances.

-You're not at all sure how much you own.

-You're arguing frequently about money.

Take a close look at your situation when you spot any of the above happenings. Financial problems usually develop slowly and subtly. Don't wait for several bad signs before you act.

Employer Expectations

EMPLOYER EXPECTATIONS

1. Capability: Give your best performance. You will be considered for advancement only if you are doing an excellent job in your current assignment.

2. Dependability and promptness: Notify your employer if you must be absent (e.g., illness). Chronic absence or lateness are major reasons for firing.

3. Cooperation: Helping others improves the work environment and makes co-workers more willing to help you.

4. Initiative: If you finish an assignment early and your supervisor is unavailable, use the extra time to do more work or learn more about the job, rather than reading or visiting.

5. Loyalty: Speak well of your company. If you are critical, people wonder why you stay. If you are too critical, you may not be allowed to stay.

6. Honesty: Don't take office supplies or company materials for personal use. Be honest with materials, services, and time.

7. Acceptance of assignments and responsibilities: Be flexible; your work assignment may change in response to changing circumstances.

8. Effort for improvement: Think of ways to improve the job. Initiating improvements and increasing productivity leads to advancement.

9. Acceptance of criticism: When your actions do not conform to your employer standards, accept criticism graciously and make the necessary improvements.

10. Pleasant disposition: Be sensitive to other people's needs. If your needs are not being met, resolve differences through negotiation rather than arguing or fighting.

Since you will be an employee soon, can you think of items to add to this list? If so, list them below.

STUDENT SIGNATURE: _____

CHOOSE THE CORRECT ANSWER

1. Your work performance
   A. doesn't matter if it's only a temporary job.
   B. should be your best because it determines future assignments and employer recommendations.

2. Chronic absence or lateness
   A. are understandable when the job is boring.
   B. don't really matter because it's how you do when you're there that counts.
   C. are major causes for firing.

3. Helping co-workers
   A. should be avoided because they will think you're a pushover
   B. makes co-workers more willing to help you.
   C. should be avoided because you've got your own job to do.

4. If you finish an assignment early and your supervisor is not around
   A. use the time to find some more work to do or find out more about the job.
   B. it's OK to read or visit because you've done your job.

5. If you discover things about your company that just aren't being done right,
   A. you should tell people about it so they will realize how smart you were to recognize the problems
   B. criticizing the company can be interpreted as disloyalty.

6. Being honest with an employer means
   A. not taking home anything big, but nobody worries about office supplies such as pencils, notepads, and pens.
   B. watching to see what the standard procedure is and if everybody takes things it's all right for you to.
   C. being honest with materials, time spent on breaks or on the phone, and use of the xerox machines.

7. If circumstances change or your work load decreases
   A. you have a constitutional right to keep whatever job you were hired to do.
   B. being flexible about work assignments could give you the opportunity to learn new skills, and might prevent a lay-off.

8. Initiating improvements to improve productivity
   A. could help you be advanced in the company.
   B. should be avoided because your co-workers will think you're showing off.

9. If an employer tells you your actions do not conform to company standards,
   A. defend yourself vigorously to show you are too competent to have made a mistake like that.
   B. accept justified criticism graciously and make the necessary improvements.

10. If you feel a co-worker has been really rude and inconsiderate
    A. tell him off so he'll know better than to mess with you again.
    B. listen to his side, but don't give an inch because he'll think you're weak.
    C. try to resolve the difference in a way that will resolve your needs and his needs.

Employee Expectations

EMPLOYEE EXPECTATIONS

1. Prompt payment of salary: An employer is obligated to meet his payroll before he meets any other obligations. If he fails to meet this or other requirements, employees may appeal to the state Labor Department for mediation.

2. Safe Working Conditions: Federal and state law requires safe working conditions, and compliance is enforced by inspection and still fines.

3. Complete explanation of Accepted Performance and Procedures: An employer is to provide information about the work you are expected to perform and to tell you what degree of perfection is expected.

4. Acceptable Social Situation: The employer must provide an atmosphere free of sexual harassment, racial discrimination, and other abuse, and respond promptly to complaints.

5. Proper training: Many employers provide the specialized training needed for the job.

6. Periodic Evaluation of Performance: Since set procedures are not required the employee who feels he can benefit from an evaluation should tactfully request one if such evaluations are not regularly scheduled.

7. Proper Notice of Change in Responsibility and/or Performance: The employer must provide proper notification and any necessary preparation for a change in duties, and must provide the time and finances necessary for the changes he desires.

8. Fringe benefits Which may be Provided: Fringe benefits will vary from company to company. If an employer does not offer information about fringe benefits, the worker should request it.

9. Notice of Advancement Opportunities: This is a requirement for most civil service jobs and a desireable practice in other jobs. In large corporations, such notices are usually posted.

Since you will be an employee soon, can you think of items to add to this list? If so, list them below.

_____

Student Signature

CHOOSE THE CORRECT ANSWER:

1. An employer is obligated to pay salaries
   A. before he pays other obligations.
   b. after he has paid for supplies and materials.

2. Federal and state law _____ safe working conditions.
   A. suggests
   B. requires
   C. strongly recommends

3. How will you get information about work you are expected to perform and about what degree of perfection is expected?
   A. From Job Service
   B. From the employer
   C. You are expected to know it without being told.

4. An employer_____ provide an atmosphere free of sexual harrassment, racial discrimination, and other abuse.
   A. is not required to
   B. must

5. _____employers provide the specialized training needed for the job.
   A. Many
   B. All

6. Set procedures for evaluation of an employee's performance
   A. are required
   B. are not required

7. An employer_____provide the time and finances necessary for any changes he desires in employee responsibility and performance.
   A. must
   B. doesn't have to

8. Fringe benefits _____from company to company.
   A. vary
   B. are required by law to be the same

9. In corporations, notice of advancement opportunities is
   A. required
   B. a desirable practice

Specific Competency:
Problem Solving/Coping

Student is able to:
-Identify a problem
-Analyze the problem
-Develop alternative solutions
-Choose a course of action
-Persevere through obstacles

COMPETENCY AREA: Life/Work Management
SPECIFIC COMPETENCY: Problem Solving/Coping

Indicator	Benchmark	Suggested Method of Assessment	Minimum Certification
Demonstrate an ability to:			
a) Identify a problem.	by stating the problem clearly including impinging circumstances.	Evaluation of Performance.	Copy of the stated problem.
b) Develop alternative solutions.	by listing several solutions to the problem.	Evaluation of Performance.	Develop 3 alternative solutions.
c) Analyze the alternatives.	by gathering resource information.	Evaluation of Performance.	List advantages vs. disadvantages and probable outcomes to each alternative.
d) Choose a course of action.	by selecting a feasible course of action in a given time frame.	Evaluation of Performance.	Copy of selected course of action.

Decision-Making Practice

Let's review the decision-making steps. They'll be a valuable aid to you throughout your life, whatever the decisions you need to make.

1. State the goal to be achieved or the problem to be solved.
2. List alternatives.
3. Evaluate the alternatives.
4. Consider the odds or chances of each outcome occurring.

The four steps appear simple, yet you undoubtedly know from your own experiences that making a decision is often difficult. Decisions are difficult because each of us is a complex individual with unique needs, values and his/her own personality. This is why we need to learn how to gather and evaluate information.

It's time to practice making a real-life decision for yourself. In the space below, use the four-step process to make a decision about a goal you want to reach or a problem you need to solve within the next three months.

1. Goal to be achieved or problem to be solved:_____

Alternative	Advantages	Disadvantages	Probable Outcome
1.			
2.			
3.			
4.			

Follow-Up Problem Solving Activity

1. Lead the class in a brain-storming session regarding problems that are facing local youth. Encourage the students to express themselves openly.

2. Have the class vote on the three (3) most important problems to them.

3. Divide the class into three (3) groups and have them go through the problem - solving process.

    a. State the problem to be solved.
    b. List alternatives.
    c. Evaluate the alternatives.
    d. Consider the odds or chances of each outcome occuring.

4. Bring the groups back together and have a spokesperson for each group share the problem that they solved.

5. Encourage the group to develop action steps to implement their solutions to local youth problems.

Employee Problems

1) Jim, a new employee, is assigned to share an office with Art, a veteran employee. Art has the habit of listening to the radio while he works which Jim finds very distracting. What should Jim do?

   1. Ask the supervisor if he could share an office with someone else.

   2. Grin and bear it.

   3. Ask Art if he'd mind turning the radio off when Jim is in the office.

   4. Turn it off and tell Art he can't concentrate on his work when it is playing.

2) Bill is new on the job. His mother is of Polish descent. At break one of the employees, Joe Bonomo, starts telling "Polish Jokes." Bill doesn't like it. What should Bill do or say?

   1. Not say anything at all. After he gains acceptance he can make his feelings known.

   2. Tell Joe, "I would think that is funny if I weren't Polish".

   3. Tell a joke about Italians because Joe is probably Italian.

   4. Get up and walk away.

3) Beatrice has been working at Acme for three months. She enjoys her work and tries to do it well. Jane, one of her co-workers, doesn't. Jane constantly bothers Beatrice with stories about her personal life, dates, etc. Beatrice wants to get along with her co-workers and doesn't want to hurt Jane's feelings. What should Beatrice do or say?

   1. Pick up the phone when Jane comes around and be busy.

   2. Pick up the papers she is working on and tell Jane she has to finish them in the next hour.

   3. Ask Jane if they can talk over personal matters at lunch or after work.

   4. Put a <u>Do Not Disturb</u> sign on her desk.

Employee Problem Responses

1) Seventy-one percent of the employed related respondents chose "ask Art if he would mind turning off the radio when Jim is in the office." Learning to get along with co-workers on a job can be as important as learning the job itself. Courtesy is always an appropriate approach. If the experienced worker refuses to accept what the new employee wants it is usually best for the new employee to "grin and bear it" until established.

2) Fifty percent of the employed related respondents chose "not to say anything." After he gains acceptance he can make his feelings known. New employees are frequently subjected to hazing and testing by co-workers. Getting along with co-workers is critical to maintaining employment. There are some things new employees may have to "grin and bear." In the situation described it would probably be unwise to retaliate. Someone feeling very strongly about the kind of hazing described in this case would be best off by getting up and walking away.

3) Over ninety percent of the employed related respondents chose to "ask Jane if they can't talk over personal matters at lunch sometime or after work." This situation described is a difficult one to handle. Ideally, a person could tell a co-worker whose gossiping is disturbing that they should talk over personal matters off the job. However, this is often difficult to do without hurting that person's feelings. Moreover, maintaining good relations with co-workers is frequently as critical to job success as performing the job well.

Problem Solving: Situations

1. Jane has been on the job for three months. Jane likes her job. She has three children ages 10, 7, and 4. The four year old's babysitter has quit and given Jane no notice. It is Monday morning, Jane should -

2. Harold has been out of work for two years. He has just gotten a job. Harold likes to watch T.V. at night. He usually falls asleep on the couch. He gets up around 3 a.m. and goes to bed. When his alarm clock goes off at 6:30 a.m., he sleeps through it. He is late to work at least once a week. Harold should -

3. Susan and Mike have been married for 10 years. They have three children. Susan is fed up with Mike's drinking problem. Susan has told Mike to get out of the house until he does something about his problem. Mike has moved out but has been missing work since the break-up. Mike should -

4. Bob has a teenage child that has become involved with the wrong crowd. The child has become uncontrollable. Bob is so upset about this it is effecting his work performance. Bob should -

5. Joe has been working for a company for three months. His partner on the job has been stealing materials from the company. Joe should -

6. Mary has been working at a job for a year. A new co-worker has been smoking pot during lunch. Mary and this co-worker work as a team. Mary has to do more work because her co-worker is high. Mary should -

7. Jack's supervisor is always breathing down his back. Jack feels he is doing the best he can and his work is adequate. Jack is getting angry at his supervisor. Jack should -

Stepping Stones to Action

Goal I Want to Achieve:_____ By This Date:_____

Steps I Must Take	Difficulties I Might Face With Each Step	Resources and People Who Could Help Me Accomplish This Step
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Implementing Change

Changes Needed	Target Date for Implementing Change Strategy	Target Date for Completing Change	Excuses I will give Myself to Avoid Making those Changes

Contracting for an Action Plan

I _____
(Your Name)
make this contract that by _____, I will put into action
(due date)
the following plan:

_____

_____

_____

_____

_____

_____

_____

_____

I will give a copy of this to:

_____
(Name of Contract Holder)

who will contact me by the due date to celebrate with me the completion of this contract.

_____ _____
(Your Signature) (Signature of contract holder)

Guides for Goal Setting

Each one of us is a "sculptor" with the power and ability to shape our own life. This power is enhanced by setting clearly defined goals and affirming those goals daily. Our subconscious mind acts as a guidance system that directs us toward our goals. Human beings move toward and become what they think about. The following is a guideline for establishing goals:

1. Evaluate your lifestyle and determine if your goals fit together in terms of "total life" balance. Consider the following aspects of your life:

   * school
   * family
   * personal growth
   * social
   * career
   * work
   * the community
   * health/physical
   * health/mental
   * sports/recreation
   * spiritual
   * marriage

   Are you over-emphasizing or under-emphasizing the value of some of the important parts of your life? Are you leaving any out? Should some areas be getting more attention? What are some ways to better organize your total life?

2. Prioritize goals in order for them to help create a "total life" balance. List your goals in their order of priority; this will help you act in a more consistent manner.

   My goals in order of importance are:

   A. _____ E. _____

   B. _____ F. _____

   C. _____ G. _____

   D. _____ H. _____

3. Get a clear picture of your goal by visualizing it in your mind. Write down four goals and then write specific and clear ways you can visualize the goal being accomplished:

GOAL	CLEAR, VISUAL IMAGE
A. _____	
B. _____	
C. _____	
D. _____	

4. Be accountable for bringing your goals into reality. Have the attitude "if it is going to be, it is up to me."

5. Update your goals regularly. Stretch yourself and project yourself ahead of present goals when you are nearing their completion.

   Example: Goal - To make the varsity basketball team.

   Next goals: Become a starter, average 12 points per game, play in the state playoffs, etc.

A. Goal: _____

_____

Next goals: _____

_____

B. Goal: _____

_____

Next goals: _____

_____

C. Goal: _____

_____

Next goals: _____

_____

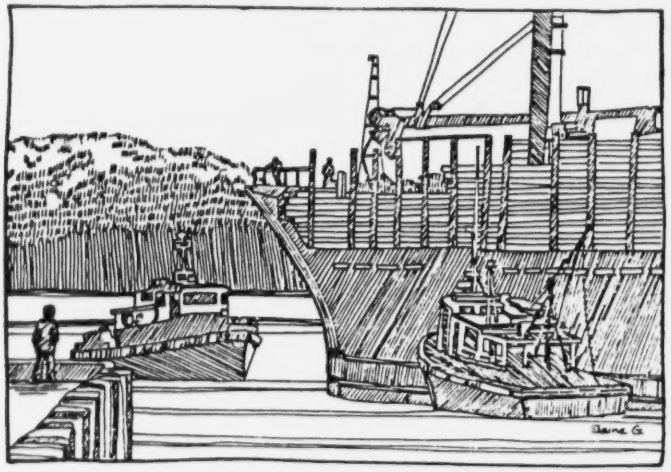
6. Read and affirm your written goals daily. By using the following three-step process, your goals will be imprinted on your subconscious mind:

   1. Read the goal.

   2. Picture vividly the end result.

   3. Feel the emotion that goes along with the accomplishment of the goal.

Competency Area



Getting a Job

Competency Area

Getting a Job

Does the applicant know how to look for and obtain a job?

Although other competency areas are important, a student might complete them all successfully and still lack the necessary skills to obtain employment. It is said that job getting is more of an art than a skill, and certainly in the current economy there might be some truth to that statement. It is no secret that youth, because of their age and lack of work experience, have a harder time finding employment.

The job getting competency area is defined as the ability to search for, interview for, and secure employment. Unfortunately, some of the traditional ways of job hunting are often over-emphasized with students such as the use of classified advertisements and job services. There are indeed people who find work using these methods exclusively. However, students need to explore other creative ways for procuring work. Additional methods might be to involve the use of friends, advertising in an innovative way, volunteer work that leads to a job or creating a service that is needed in the local area.

The ability to interview well is a learned skill, and it can be practiced by informational interviews with employers, mock interviews, and actual job interviews. Students should become realistic about the screening out process associated with resumes and applications. Students will need to demonstrate a complete, neat, accurate application and a visually appealing, well-organized resume. With both of these tools, the student may eliminate being "screened out"; he/she may then contact for the all important interview, and, susequently make a credible presentation of self and skills.

This competency area is further specified with four competencies:

1. Getting a Job;
2. Resumes and Applications;
3. Contact Skills;
4. Interviewing.

Definitions of the four specific competencies and the indicators, benchmarks, assessment, and certification can be found on the following pages.

Specific Competency:
Job Seeking

Student is able to:
-Identify job opportunities

COMPETENCY AREA: Getting a Job

SPECIFIC COMPETENCY: Job Seeking, Resumes, Applications, Contact Skills, and Interviewing

Indicator	Benchmark	Suggested Method of Assessment	Minimum Certification
Demonstrate an ability to:			
a) Identify job opportunities (JOB SEEKING).	by locating 3 different existing job openings using 3 different sources.	Evaluation of Performance.	List of 3 different job openings and 3 different sources of jobs.
b) Complete an application (RESUMES AND APPLICATIONS).	by accurately and neatly completing a local employers application.	Evaluation of Performance.	Copy of at least one completed application.
c) Develop a resume (RESUMES AND APPLICATIONS).	by developing a well organized resume for a local job opening.	Evaluation of Performance.	Copy of at least one resume.
d) Contact a prospective employer by phone, letter, or in person. (CONTACT SKILLS)	by scheduling an interview.	Evaluation of Performance.	Evidence of contact with potential employers.
e) Interview for a job. (Interviewing)	by performing an evaluation of how he/she has done during an interview.	Client, counselor and/or employer appraisal.	Interview evaluation completed by counselor/ instructor, client, and/ or employer.

Finding Job Leads — Job Hunting Methods

1. WANT ADS
   Most commonly used.
   Lots of competition.
   Most jobs not advertised.
   Qualifications over-exaggerated.
   Usually high-skill or high turn-over jobs.

2. GOING DOOR-TO-DOOR
   No specific job in mind.
   Person that hires may not be in.
   Submitting unasked for applications.

3. PRIVATE EMPLOYMENT AGENCIES
   You may have to pay them a hefty fee.
   Placement rate is low.
   You may have to sign a contract.

4. ALASKA JOB SERVICE (Public Employment Agency)
   Services are free.
   Some employers advertise only with them.
   Check listing often.

5. FRIENDS, RELATIVES, AND PEOPLE YOU KNOW
   Most successful way.
   First to hear about openings.
   Built-in recommendations.
   Spread the word you're looking for a job.

6. PERSON(S) WITH POWER-TO-HIRE (Hot Contacts)
   Second most successful way.
   These are the people who control hiring.
   Good idea to make an appointment.
   You must make a good first impression.

7. VOLUNTEER WORK
   Get's your foot in the door.
   Often the first step to hire if there is an opening.
   Job experience and personal contacts.
   Chance to try out different jobs.

8. PART-TIME WORK
   First hired for full-time jobs.
   Often no "fringe benefits".
   Job experience and personal contacts.

9. ADVERTISE AND EMPLOY SELF
   Must have saleable skill.
   Allows you to make your own schedule.

10. PHONE BOOK/YELLOW PAGES
    Good place to start.
    Most businesses listed and categorized.
    Can save time by calling ahead.

Personal Search

There are jobs out there! You just have to know where to look, and how. With normal growth, job attrition and employee turnover, most companies are looking for someone every four months.

Keep track of your progress on the progress chart. How many days have you worked toward getting a job? How many phone calls have you made? How many applications or resumes have you gotten out? How many people have you contacted? How many interviews have you gone to?

Set goals for each day's job finding hours and don't let anything stop you! Realize that job finding puts stress on you. Set certain hours each day to look and then do something nice for yourself, if you finish what you set out to do.

✓ The best method of finding a job consists of:

-Finding job leads (at least 10 a day).
-Using the telephone to set up job interviews with the people who hire.
-Convincing people in person that they should hire you.
-You need a pencil, sheets of paper (or job leads and phone sheets) a current newspaper, current telephone book and a telephone in a quiet place.

THE JOB LEADS

Who do you know?

Think of people who might know of jobs in your field. Try your Christmas card list, your teacher, minister, parents/friends. Let them know you are looking for a job and leave a resume with them. Word of mouth leads on jobs accounts for 25% or more of hiring.

Newspaper

Anchorage has the Anchorage Times (.25 cents daily; .50 cents Sunday) and the Anchorage Daily News (.25 cents morning paper). They often have different listings, so you will need to get a current copy of both. The Anchorage Times Sunday paper has the largest listings.

1. Look at the index of the Classified Ads at the back of the paper, under "help wanted" look up the title number. Don't forget to look in all columns - even skilled or miscellaneous.

Write down anything that looks good. Be adventuresome. If you can't do everything they ask, tell them you want to be trained.

2. Read beyond the Classifieds. Frequently a change in job causes a series of promotions. The vacant positions could be trainee or entry level. Look for:

   a. Retirements
   b. Promotions
   c. Newly hired executive - new people in top positions hire "new blood" in order to get people loyal to them rather then the old establishment.
   d. Resignations
   e. Accidents
   f. New businesses opening, relocating or expanding

3. Jobs in the newspapers have a lot of competition--call immediately? Get 10 leads and do the telephoning. (See PHONE section.)

Telephone Book

This is really your best source. Look in the next section using the phone book.

Examples of Job Seeking Activities

1. Have each youth call at least ten (10) local employers and ask if there are any openings. If there are not, have the youth ask the question, "Do you know of any companies who are taking applications now?" Let the class compare their results.

2. Have the most "Innovative Job Source" contest. Let each student try three (3) different methods for finding job openings. See who can come up with the most innovative and effective source.

3. Be a Job Counselor for a day. Let the class divide up into pairs and let one youth act as the job counselor for the other. What sources for jobs would you recommend to this youth who is looking for work?

4. Pretend you are in a large strange city. You are lost, need shelter, food and a job. Where would you look first? Where would you first look for a job in that new city? What might help you get hired quickly?

Specific Competency:
Contact Skills

Student is able to:

-Contact a prospective employer by phone, letter, or in person and make a favorable first impression

Using the Telephone

√ WHY USE THE PHONE?

With the phone, you cover many job sites in one day. When you do go out, you see the people who can hire you. It saves time and travel!

Why can't I just call and ask whether there are job openings?

-You talk to whomever answers the phone. The receptionist is often the last to know of an opening.
-You don't find out about all the jobs.
-You don't impress anybody. You are forgotten one minute after the call.
-You don't get any new job leads.

OK - How do I do it?

Get your leads together, get a current phone book, a phone in a quiet area, pencil and paper and WHAT TO SAY ON THE PHONE SHEET.

Yellow Pages of Phone Book (Telephone Directory).

This little book contains all the employers in Anchorage. If you use it right, you can find a job nobody knows about. Think about where you would like to work. Find the category at the top of the page. List all likely names and numbers on your lead's sheet.

Can't figure out a category? Assign yourself a one day's goal of thumbing through the pages and listing all that appeal to YOU or fit your job skills experience. Take the most likely and put on the lead's sheet.

√ LOOK at "WHAT TO SAY ON THE PHONE" sheet.

1. Write in what you want to say for each section. When you make the call check off whether you did it. The first four calls are the hardest.

2. Hints for writing out qualifications:

   a) Use the Skills and Abilities you wrote out on your resume.
   b) If you are working, tell them so. Employers like to hire someone who already has a job.

3. Never ask if there are any job openings. The employer will tell you if he hasn't any.

4. "Ask for an appointment anyway." Do this if you know where you want to work, but they do not have a present opening. Employers are impressed by persistence. After the interview, ask how often you can call back.

5. Transfer the result of the phone call to your job lead's sheet. (See enclosed.)

Things to Include in First Contact with Employer on the Phone

WHAT TO DO!	HOW DO I WANT TO DO IT.	DID I DO IT?
Introduce Self		
Ask for the NAME of the person who does the hiring for _____, OR, for the Department Head, _____.		
Ask to speak to that person by name.		
Address the person by name and give qualifications.	QUALIFICATIONS:_____	
ASK FOR INTERVIEW. If YES! Make sure you know exact time, day and place.		
If No! Ask for an appointment anyway.		
ASK FOR JOB LEADS		
THANK THE PERSON!!!		

Example Contact Letter

1511 G Street
Anchorage, AK 99501 1
January 9, 1985 2

Adult Basic Education
403 West Northern Lights
Anchorage, Alaska 99503

Attention: Danita Carsey, Coordinator 3

4 Dear Ms. Carsey:

I recently returned to Anchorage permanently and I am seeking a job teaching adult basic education. I have taught adult education in the evening program for seven years. In Juneau, I also taught science and math in the Lemon Creek prison facility. I am interested in teaching adults in Anchorage because there is a great need and it is such a changing and challenging field. I know your program is very flexible; that you not only teach at Northern Lights, but also in the Community Schools and in the jails. 5 6

7 I would like very much to have an opportunity to speak to you about possible employment. May I give you a call next week to arrange a time? I would appreciate your taking the time to talk with me.

Sincerely, 8

Toni Croft

Explanation of numbered items:

1. Your correct mailing address
2. The current date
3. Name of person responsible for hiring
4. Person letter is addressed to
5. Type of job you are seeking and <u>summary</u> of experience
6. Knowledge of company you want to work for
7. You are asking for an interview
8. Lets the person know you are following up with a telephone call.

Employer Contact Log

DATE	TIME OF DAY	NAME AND ADDRESS OF EMPLOYER	PHONE NUMBER	NAME OF PERSON WHO HIRES	RESULTS
		Type of job:			
		Type of job:			
		Type of job:			
		Type of job:			
		Type of job:			
		Type of job:			
		Type of job:			
		Type of job:			
		Type of job:			

Job Search Methods

Job Search Method Used	Percent Used	Percent Successful
Contacted Employers	82.2	36.3
Asked Friends, Relatives	65.0	47.2
Answered Want Ads	47.5	34.9
Asked Other Workers	33.1	9.9
Job Service	27.6	20.3
Private Agency	14.5	38.6
School Placement	10.9	27.5
Labor Unions	6.2	22.5
Community Organizations	1.6	21.9

Source: U.S. Department of Labor, "Recruitment, Job Search and The U.S. Employment Service." 1976.

Specific Competency:
Resumes and Applications

Student is able to:
-Complete an application
-Develop a resume

Application for Employment

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____
Last First Middle

Present Address _____
Street City State

Permanent Address _____
Street City State

Phone No. _____

If Related to Anyone in Our Employ,
State Name and Department _____ Referred by _____

EMPLOYMENT DESIRED

Position _____ Date You Can Start _____ Salary Desired _____

Are You Employed Now? _____ If So May We Inquire of Your Present Employer _____

Ever Applied to This Company Before? _____ Where _____ When _____

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work _____

What Foreign Languages Do You Speak Fluently? _____ Read _____ Write _____

Activities: Civic, Athletic, Etc. _____
(Exclude organizations, the name or character of which indicates the race, creed, sex, marital status, age, color or national origin of its members.)

CONTINUED ON OTHER SIDE

FORMER EMPLOYERS (List below last four employers, starting with last one first.)

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give below the names of three persons not related to you, whom you have known at least one year.

Name	Address	Business	Years Acquainted
1			
2			
3			

PHYSICAL RECORD: (It is understood that only job-related defects may be used to deny employment to an applicant.)

(List any physical defects) _____

Were You Ever Injured? _____ Give Details _____

Have You Any Defects in Hearing? _____ In Vision? _____ In Speech? _____

In Case of Emergency Notify _____

Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date _____ Signature _____

Do Not Write Below This Line

Interviewed by _____ Date _____

REMARKS: _____

Neatness		Character	
Personality		Ability	

Hired _____ For Dept. _____ Position _____ Will Report _____ Salary Wages _____

Approved: 1 _____ 2 _____ 3 _____

Employment Manager Dept. Head General Manager

Job Application Form

NAME _____
LAST FIRST MIDDLE

ADDRESS _____
STREET CITY STATE ZIP

PHONE NUMBER _____

PERSON TO CALL IN CASE OF EMERGENCY _____
NAME PHONE NO

I AM APPLYING FOR THE JOB OF _____

I CAN DO THE JOB BECAUSE MY QUALIFICATIONS ARE: _____

_____

_____

_____

I HAVE HAD THESE JOBS AT SCHOOL: _____

_____

_____

I HAVE HAD THESE JOBS AT HOME: _____

_____

_____

I HAVE HAD THESE JOBS IN MY NEIGHBORHOOD: _____

_____

_____

REFERENCES:
(LIST BELOW THE NAMES AND ADDRESSES OF TWO ADULTS.)

NAME ADDRESS

1 _____

2 _____

(LIST BELOW THE NAMES AND ADDRESSES OF TWO STUDENTS.)

NAME ADDRESS

1 _____

2 _____

HOURS I CAN WORK:

MONDAY _____

TUESDAY _____ THURSDAY _____

WEDNESDAY _____ FRIDAY _____

SIGNATURE _____ DATE _____

Personal Profile

Qualities offered:

The evidence:

Some details:

The Resume (Personal Data Sheet)

You must impress the employer favorably to be hired. You must sell yourself. You must show the employer that you have the ability or skill that he/she can use and the personal qualities he/she desires.

In getting ready to look for employment, you need to take inventory of yourself. Then you need to prepare a resume (personal data sheet) that will contain all the essential facts about yourself in clear, concise, easy-to-read form. You need to list your work experience, education, references, and other personal data. By knowing the information well, you can generally also answer many questions an employer can ask during an interview. Some of the facts you may know; others you may have to get from family or school sources to complete the form. A resume is a very important aid when you apply for employment. It is also a visual reminder of you to an employer after an interview.

Following are some suggestions for compiling your resume:

1. A resume should be relatively brief. It is an inventory--not a life history.

2. If possible, direct your resume toward a particular job. For example if you know there is an opening for a receptionist, emphasize any training or experience you have had that would indicate your ability to do that job well. This means you would alter the resume for different jobs. If you do not know of a particular job opening, generalize your qualifications for the kind of work you would like to do.

3. The resume does not have to go into great detail. It should introduce you to the employer and give enough information so that he/she will be interested in you. If interested in you, an employer will have you complete an application form if you have not already done so. The application form asks for specific information that is useful to the employer.

4. Try to keep your resume to only one or two typewritten pages. One is preferred; a longer resume may not be read. A one-page resume will present enough information for the employer to be familiar with your qualifications.

There are several acceptable ways the same information can be organized and presented in a resume. Refer to the samples in the Employment Counselor's Office for styles of resumes and for resumes that pertain to a particular training area. A resume should always be neat and accurate.

Time spent now on a resume will save time in applying for employment later. A copy should also be saved to revise from time to time as your work history and education change.

Your first resume takes time to complete, so be patient. <u>The result is worth the effort.</u>

Points to Remember on Your Resume

Your resume is a written picture of you.

Your resume should be neat and well written.

Your resume should be accurate.

Your resume MUST BE TYPED.

Your resume should be brief.

Your resume can be hand carried or mailed. If it is mailed, put it in a large, flat envelope so it won't need to be folded. If carried, put it in a folder to keep it smooth, neat, and clean.

Your resume is designed to sell you to an employer.

Your name, address, and telephone number should appear at the top of the page.

Start your resume off with your strongest selling points and work down to your weakest.

You should have at least three references.

The appearance of your resume is important. Take advantage of capital letters, underscoring, spacing, indenting, etc. Make it easy to read, with no spelling errors.

You may have to prepare more than one resume so that you can emphasize particular strengths which relate to the job you are applying for.

Resume Checklist

Overall Appearance	Do you want to read it?
Layout	Does the resume look professional (well typed and printed) with good margins and spacing? Do key sales points stand out?
Length	Could the resume tell the same story if it were shortened?
Relevance	Has extraneous material been eliminated?
Writing Style	Does it flow? Is it easily read?
Action Orientation	Do sentences and paragraphs begin with action verbs?
Specificity	Does the resume avoid generalities and focus on specific information?
Accomplishments	Are your accomplishments and problem solving skills emphasized?
Completeness	Is all important information included?
Positive Approach	Has the resume maximized your assets and minimized your liabilities?
Bottom Line	How well does the resume accomplish its ultimate purpose of attracting the attention of a prospective employer?

Make sure your resume is accurate and truthful. Be ready to explain further in an interview all things included in your resume.

Example Resume

Barbara Ann Lewis
327 Dogwood Drive
Fairbanks, Alaska 99701
907-555-7694

CAREER OBJECTIVE

Utilize vocational skills to advance my career in business.

WORK EXPERIENCE

SHINER'S SHOE'S 73 Clark, Fairbanks, Ak. 907-555-1234
Supervisor: Mr. Joe Shiner
Duties: Typing, filing, answering phone, greeting public, use of Sharp 901-copy machine, coordinating conference rooms.
Dates employed: Jan. 1982 to present.

FAT HOGS B-B-Q 81 Main, Fairbanks, Ak. 907-555-5678
Supervisor: Mr. L.M. Hogg
Duties: Cashier, balance daily cash, bank deposits, waitress, inventory control.
Dates employed: May, 1981 to September, 1981.

TASTY ICE CREAM 29 Hall, Remer, MN. 56672 907-555-9876
Supervisor: Ms. I.C. Creme
Duties: cashier, operated yogurt machine, inventory control.
Dates employed: May, 1980 to September, 1980.

EDUCATION

Fairbanks High School (graduation May 1985) and Interior Valley Community College.

BUSINESS EDUCATION

Typing I, II, III - Business Math
Intro. to Computers - Business English
Accounting - Data Processing

HONORS

Outstanding Student of Business Education.
School Letters in girl's basketball and soccer (co-cap).
Second Place honors in state speech contest.
Perfect attendence certificate.

REFERENCES

Sara Gold
902 Hard
Fairbanks, Ak.
907-555-1273

Jerry Burke
63 Lisa
Fairbanks, Ak.
907-555-2912

Pamela Keith
129 Carmel
Fairbanks, Ak.
907-555-4348

Specific Competency:
Interviewing

Student is able to:
-Prepare for an interview
-Interview effectively
-Evaluate an interview

Be Prepared for the Interview

No two interviews are alike. It takes time and effort to prepare fully for a job interview. Going into an interview unprepared may cause you to lose that job. You don't get a second chance to make a first impression.

The following below are eight major areas you will have to know, to do, and to consider in preparing for the interview to be ready to impress that employer.

1. Learn all you can about the company: location, phone number, etc.

    a. Different products or services offered
    b. Kinds of jobs available
    c. Hiring policies and practices
    d. Is it a stable company
    e. Salary scale for the job you are seeking
    f. Attempt to find out interviewer's or personnel manager's name to spell correctly.

2. Gather together, assemble and have all necessary papers arranged.

    a. Job packet, including sample application form and resume
    b. Work records
    c. School record
    d. References (who know your work and character)
    e. Social Security card
    f. Special training certificates
    g. Other necessary papers

3. Know what you have to offer.

    a. Training you have had
    b. What you have done
    c. What you can do
    d. What kind of job you want

4. Know why you want to work for the firm.

    a. Be able to stress your education, training, experience, interest in the field and that it offers opportunities for a person like you.

5. Get a good night's rest; dress appropriately for the job, and be well groomed.

6. Additional points to remember.

    a. Be certain that you take your pen and that it writes. Blue or black ink is recommended.

b. Take no chance on being late or rushed. Get ready for your interview early.

c. Prepare to go alone. The employer is interested in you and not your friends or relatives. Stand on your own two feet. Your companion will not be able to help you on the job.

d. Remember, the employer can benefit from the kind of service you can offer. Be sure, confident, but not cocky. Think positive!

The Interview

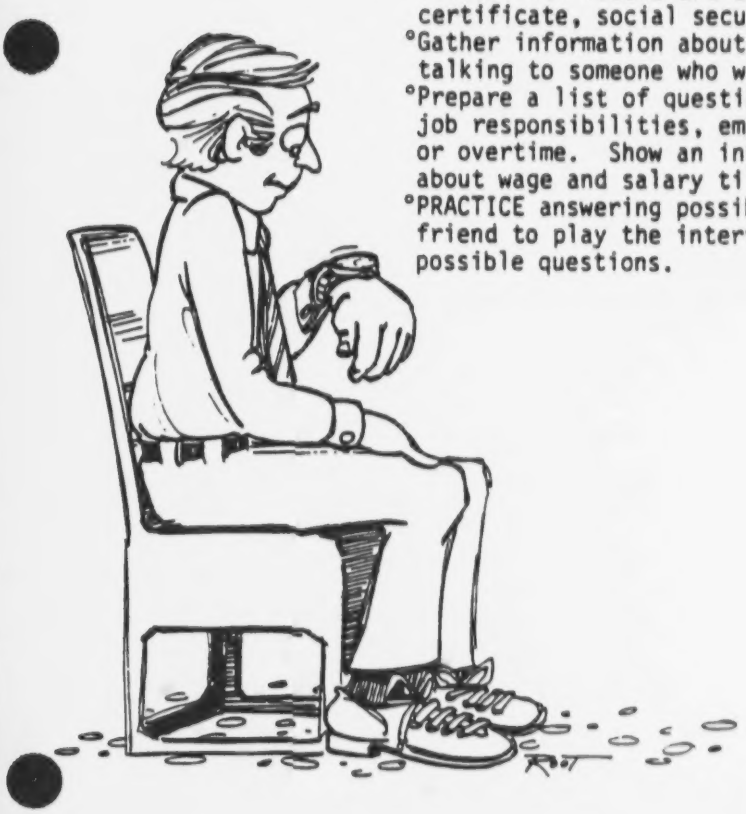
Suggestions for an Effective Interview:

°Be on time;
°Arrive alone;
°Greet the receptionist, be cheerful, say your name, name what job you are applying for;
°Wait patiently;
°Shake hands with the interviewer;
°Maintain eye contact (don't wear sunglasses);
°Control nervous behavior (don't smoke or chew gum);
°Choose words carefully--don't use slang;
°Sit up straight in the chair. Good posture makes you look alert and interested;
°Talk about what you do well;
°Follow the interviewers lead. Don't mention details about your personal life that have little to do with the job;
°Say "thank you" and arrange to call back.

TO MAKES THINGS GO SMOOTHER!

Here are a few things to remember:

°Get together material that makes things go smoother. Take a folder with resume and any records required, health certificate, social security, etc.;
°Gather information about the company through brochures or talking to someone who works there.
°Prepare a list of questions about the job. Questions about job responsibilities, employment benefits, working hours, or overtime. Show an interest in the company. Leave questions about wage and salary till last.
°PRACTICE answering possible questions the correct way. Get a friend to play the interviewer. See the attached sheets for possible questions.



Questions You May be Asked

No two interviewers conduct interviews in the same way, nor do they ask the same questions. However, a survey of interviewers around the nation indicates that some questions are quite common. Rarely would you be prepared for them. Outline in your mind the answer you would give for each, so you will not be taken by surprise.

Openers:

What can I do for you?
Why are you interested in joining our company?
Why do you feel qualified for this job?
Tell me about your experience.
What do you have to offer this company?
What salary did you have in mind for this job?

Regarding Motivation:

Is your present employer aware of your interest in a job?
Why do you want to change jobs?
What caused you to pick this kind of job?
What would you like to be doing five years from now?
What would be the ideal job for you?

Regarding Experience:

Why should I hire you?
How do you fit the requirements for this job?
What duties performed in the past did you like best/least and why?
What are your three greatest strengths for this job?
What kind of people appeal most/least to you as work associates?
What are your greatest accomplishments to date?
What kind of equipment can you operate?
Why have you changed jobs so frequently?
Have you ever been fired?
Why did you leave your previous job?

Regarding Salary:

Minimum pay? Five years? Salary/last job?

Typical Questions

Experience and Education

1. What job are you applying for?

   Name a job title. Never say "anything you have."

2. Do you want a permanent or temporary job?

   Be flexible. In government, almost all the permanent employees are hired from temporary. Also, a "temporary job" is classified as up to one year.

3. Have you had experience for this type of work?

   Think about what you might do on the job you are applying for. What have done that might apply? For example: if you kept house you learned: child care, money management, teaching, decorating, laundry skills, food preparation, keeping records.

   If you worked as a receptionist: typing, filing, making appointments, running office machines, greeting clients, order processing, researching.

4. What did you like most about your last job. What least?

   DON'T say what you liked least. Say what you did like, but indicate why you think the new job is better. You don't want to talk about bad things, so try to get away from this subject.

5. Why did you leave your last job?

   There is a technique to doing this. Answer positively. If you didn't get along with your supervisor, you might say "there was no room for advancement." If the job was boring, say "I wanted a more challenging job."

6. May I contact your last employer?

   Most people won't, but the answer should be yes.

7. What special skills do you have?

   People will hire you because you are competent and because they like you. A skill that you don't think important might be just the thing to get you hired. Look back over your resume for the list.

8. Did you drop out school? If so, why?

   Try to keep this positive? "Yes, but I have gone back for my GED." etc.

9. List highest grade completed.

   If you received your GED, you can list 12th.

10. Do you have any educational plans?

    The answer to this is tricky. It is a good idea to have plans for improving yourself in your field; however, your employer doesn't want to train you, pay you and have you take off for school. The best answer is something like: "I am working toward being a Certified Public Accountant (or whatever), but I can do it at night school." Don't tell the employer you plan to go out to school soon. You won't get the job!

11. Why do think you would like to work for this company?

    This is important. Once the employer knows you are qualified, the next thing he tries to decide is whether you will stick with the job. If you have special reasons for working for <u>this</u> company, you are more likely to stay.

    Information on a company can be found several ways. Talk to someone who works there. Ask them what they like. If it is a large company, information on them may be available in their Company Annual Reports. Even saying, "I have heard this is a good company to work for," (and why) helps.

12. How would you describe your relationship with past supervisors?

    This is <u>not</u> the place to describe a long list of on-the-job problems, even if you were in the right. Just say OK. If you really had good results on your job, tell the employer some good things said about you. Suggest they call and check.

13. Have you ever been fired from a job?

    Almost everyone has, so don't feel bad about it. You just have to know what to say. Don't be defensive. State simply and shortly what happened--in the most positive way possible.

    > "I was hired to be a mechanics helper. The job turned out to be mostly cleaning up. I complained three different times and I guess that was one too many."

14. Do you have any physical disabilities?

    Do not mention temporary minor illnesses or illness that does not affect your work.

If you must mention it, show that you can do the work despite a disability. A good answer stresses recovery and what you can do.

> "I have a slipped disc, which needed surgery last year. I have taken good care of myself since then. My doctor now says I can do all I did before except lift more than 40 lbs. Here is a statement from him releasing me for work."

15. Tell me about yourself.

This is your chance to show your interviewer what you do outside of the job. What are the best things about yourself? Have you lived in the town a long time? Do you have interesting hobbies? Do you have a family?

Be prepared to talk about yourself. Before the interview, list three to five things about yourself that you might talk about, such as:

- °Good humor;
- °Easy going;
- °Reliable;
- °I like horses;
- °I like to play the guitar.

16. Do you have any questions about the job?

It is better to leave questions about wage and salary until after other questions are asked. You might want to know exactly what your responsibilities will be on the job. What about uniforms? Tools? Employment benefits? Chances for advancement? Working hours?

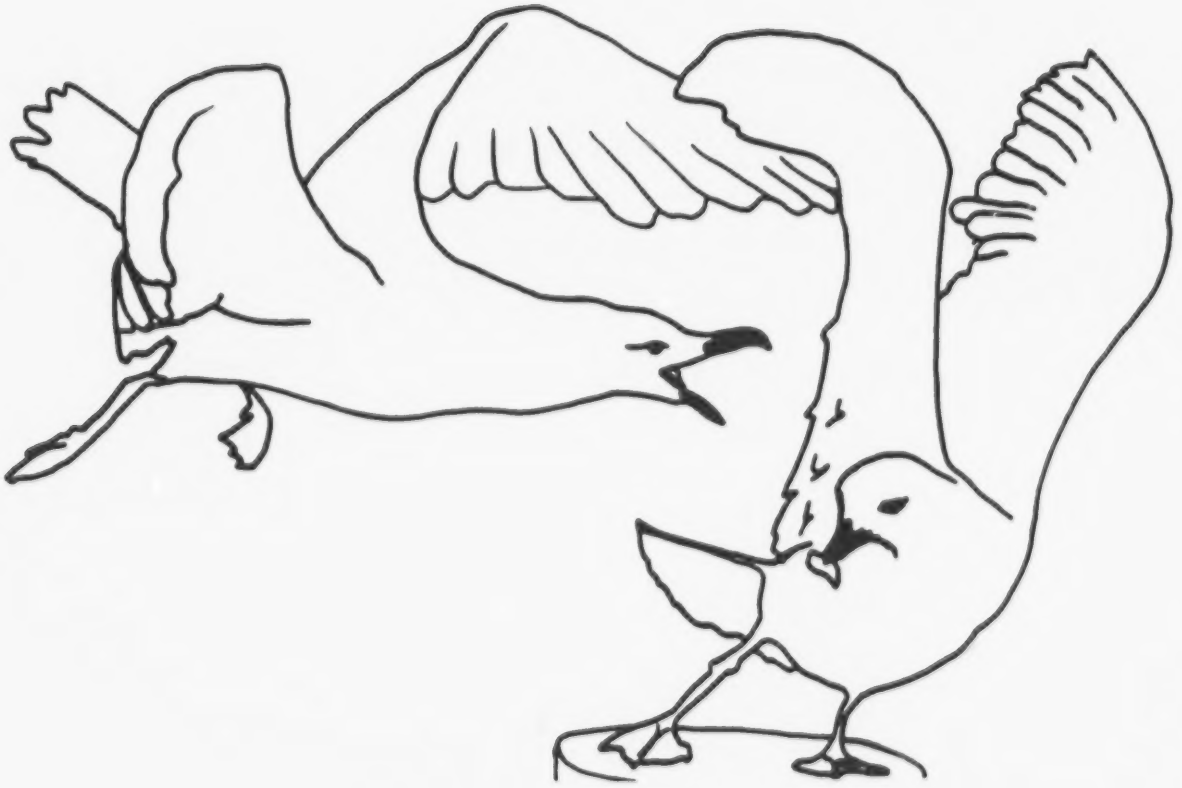
Trouble Questions

-Be direct and honest. Avoiding the answer causes the interviewer to be curious or suspicious. If you lie, you can be fired for it later.

-Be positive about your good points. Draw attention to the good things you offer.

Aren't you too young for the job?

Often this question is hidden when it is asked. Expect it if you are very young. Explain that you are mature, have a good work history. Young people learn easily, are willing to begin lower on the career ladder, miss less time due to illness. Stress your strong points.



Questions the Interviewer Asks Himself About You

AS MENTIONED EARLIER, THE INTERVIEWER'S TASK IS TO SELECT THE MOST QUALIFIED APPLICANT FOR THE POSITION. THEREFORE, DURING AND AFTER EACH INTERVIEW, HE/SHE MUST DECIDE ON THE ANSWERS TO THE FOLLOWING QUESTIONS IN ONE FORM OR ANOTHER.

ONCE YOU LEAVE THE INTERVIEW, YOUR TASK IS JUST ABOUT OVER, BUT THE INTERVIEWER STILL HAS THE JOB OF MAKING A DECISION. IF YOU ARE AWARE OF THE THINGS THE INTERVIEWER MAY ASK HIMSELF AFTER YOU HAVE GONE; YOU CAN, BY YOUR WORDS AND ACTIONS DURING THE INTERVIEW, TRY TO MAKE THESE ANSWERS FAVORABLE TO YOURSELF.

1. I WONDER IF THIS PERSON IS INDUSTRIOUS AND AMBITIOUS?
2. WILL HE/SHE MAKE A LOYAL EMPLOYEE?
3. IS HE/SHE AN OPEN-MINDED SORT OF PERSON?
4. IS HE/SHE ALERT AND OBSERVANT?
5. DOES THE APPLICANT SHOW INITIATIVE?
6. IS HE/SHE THE KIND OF PERSON THAT TALKS TOO MUCH?
7. DOES THE INTERVIEWEE HAVE THE CAPACITY TO LEARN?
8. IS HE/SHE ENTHUSIASTIC?
9. DOES THE APPLICANT SEEM TO HAVE GOOD COMMON SENSE?
10. WILL HE/SHE BE A GOOD TEAM WORKER?
11. HOW WILL HE/SHE FIT IN WITH OUR PRESENT EMPLOYEES?
12. IS HE/SHE HONEST AND TRUSTWORTHY?
13. DID THE APPLICANT SHOW ANY SIGNS OF STUBBORNESS?
14. IF I GIVE THIS PERSON A JOB, WILL HE/SHE STICK WITH IT?
15. WILL HE/SHE DO THE WORK THOROUGHLY?
16. DOES THE APPLICANT APPEAR TO WANT TO GIVE TO THE JOB AS MUCH AS HE/SHE WANTS TO GET A PAYCHECK?

Examples of Activities for Interviewing

1. Mock Interviews: Let each member of the class interview another member; use standard checklist for evaluation.

2. Role Play an Interview: Have each class member decide what he/she would like to be interviewed as and using what type of behavior. Have some be very nervous, vague, obviously lie, not stick to the point, not answer the questions, use sloppy bad language, talk too soft or too loud, boast on each answer, etc. See if the class can identify the specific behaviors or weaknesses.

3. Video-Taped Interviews: Video tape each client being interviewed by a counselor or an employer in the area, or a person who has volunteered his/her name. Play the interview back and discuss the strengths and weaknesses with the client.

4. Informational Interviews: Have each client schedule and complete an informational interview with a local employer. Let him/her write an evaluation of the interview.

5. Job Getting Interview: Have the client complete an actual job getting interview, and allow the employer to complete the interview check list form and mail it to the service provider area. Also let the client complete a self-evaluation form.

6. Group Interview: Have three (3) members of the class be the team of employers to interview other members. Have them each decide on questions prior to the interview. What are problems for the interviewers when they do a group interview? What are some problems for the person interviewed?

Interview Report

Applicants Name: _____ Date: _____

Address: _____

Phone: _____

Interviewed for: _____

Interviewed by: _____

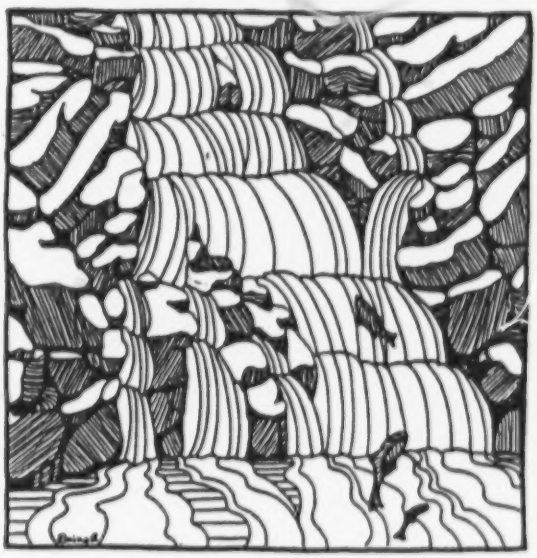
1. APPEARANCE ____ Untidy, poor taste in dress	Somewhat Careless ____ about appearance	Satisfactory ____	Good taste in dress, ____ better than average	Unusually well ____ groomed, excellent taste in dress
2. FRIENDLINESS ____ Appears distant, aloof	Approachable, ____ fairly friendly	Warm, friendly, ____ sociable	Very sociable, ____ outgoing	Extremely friendly ____ and sociable
3. POISE AND STABILITY ____ Ill at ease, nervous	Somewhat tense ____	Average ____	Sure of self, appears ____ to like crisis	Extremely well ____ composed; thrives under pressure
4. ALERTNESS ____ Slow to catch on	Rather slow, ____ requires more than average explanation	Average grasp of ____ ideas	Quick to understand ____	Exceptionally keen ____ & alert
5. KNOWLEDGE ____ Poor knowledge of field	Fair knowledge of ____ field	Average ____	Fairly well informed ____	Excellent knowledge ____
6. EXPERIENCE ____ No relationship to Job applied for	Fair relationship ____ to job applied for	Average, meaningful ____ experience	Background very ____ good	Excellent back- ____ ground
7. DRIVE ____ Poorly defined goals, acts without purpose	Sets goals too low, ____ puts forth little effort	Average goals, ____ average effort	Strives hard, high ____ desire to achieve	Sets high goals, ____ strives incessantly
8. OVERALL ____	____	____	____	____

RECOMMENDATION:

____ A. Applicant is highly suitable: Definite Hire
____ B. Applicant is suitable: Possible Hire
____ C. Applicant is not suitable: Do Not Hire

ADDITIONAL COMMENTS:

Competency Area



Work Maturity

Competency Area

Work Maturity

Does the student have the skills necessary to maintain employment past the customary probation period?

Perhaps the most important competency area of all is the group of competencies in the work maturity area. This is the area that employers complain the most about and where most of their problem employees lack skills. If an employer has to train a new employee in these basic skills as well as in job functions, that employer will be expending too much time and energy that otherwise could be conserved.

It is difficult to measure work maturity in a short span of time and especially in a classroom environment. No classroom experience can reproduce the reality of the work place. It is better to have a trial work experience such as try-out employment, summer youth employment, or on-the-job training if possible. When these are not available, the student should be encouraged to volunteer time, just to be exposed to a worksite and employer expectations.

The work maturity area is not a self-contained, academic unit. The minimum levels of attainment can be met, but they should be demonstrated over time on a worksite and may include other levels of attainment at that site. What can be certified in the classroom, is that there is a good chance that a student will perform well on a job based on his/her performance in school, or with a prior employer. Some training programs have tried to increase the liklihood for success on a job by setting up the classroom as if it were a worksite. Although this is beneficial, the work place is still the preferred test of the student's abilities.

When a student is certified by a "work experience" or prior employer, he/she:

1. has demonstrated reliability and dependability;
2. has adequate communications skills;
3. can relate cooperatively to the supervisor and co-workers;
4. has initiative and cares about the quality of work; and
5. has knowledge of worker rights.

If a student has been certified by class activities in work maturity, the certificate of completion and certification should state that the competencies were attained in the classroom only.

There are five specific competencies in the work maturity level:

1. Dependability/Reliability;
2. Communication skills;
3. Personal Relations
4. Initiative/Productivity; and
5. Worker Rights.

Their definitions, indicators, benchmarks, assessment, and certification details follow.

Considerations for the Competency Area: Work Maturity

Work maturity is not just for the "academically" attained competency area. It must be tested and experienced in the "real world of work." It is best attained and certified in a workplace setting such as:

On-the-Job Training

Customized Training

Work Experience (subsidized)

Try-Out Employment

Unsubsidized Employment

Volunteer Services

Past Work History

Cooperative Education Placement

If none of the above are available to the service delivery area, work standards should be maintained at the training site. This would mean that the same expectations for attendance, being on time, personal relations, following directions, communications, etc., as required on the worksite, should be used on the training site. When this format occurs, the certificate of competency attainment that is given to students at the completion of the program should state how and where the work maturity competencies were demonstrated.

The work maturity area is another segment of the curriculum that can be developed with the use of the work journal. The entries should be relevant to the specific competencies. If the work maturity competency area is certified by past work history, an employer appraisal summary form should be in the student folder, signed by the employer and student.

ABC Program Services Organization
Employability Skills Achievement Record

Participant Name: _____

Training period from: _____ to _____

Job site(s) or
classroom site: _____

WORK MATURITY AREA:

Competencies/Skills Demonstrated	Rating Scale (Rate 1-10 with 10 being the highest level achieved.)
DEPENDABILITY/RELIABILITY	
Maintains acceptable attendance	
Maintains Punctuality	
Gives Notice of Interruptions	
Demonstrates Reliability	
Follows Rules of Workplace	
COMMUNICATIONS SKILLS	
Follows Instructions	
Seeks Clarification	
Speaks Clearly & Effectively	
Uses Good Listening Skills	
PERSONAL RELATIONS	
Maintains Positive Attitude	
Accepts Supervision & Criticism	
Cooperates with Others	
Accepts Chain of Command	
INITIATIVE/PRODUCTIVITY	
Organizes Time Effectively	
Is Generally Responsible	
Cares About Quality of Work	
WORKER RIGHTS	
Understands use of Tax Forms	
Understands Employee Benefits	
Understands Legal Rights and Responsibilities of Workplace	

I certify the above to be an accurate record of performance.

NAME: _____

TITLE: _____

Specific Competency:
Dependability/Reliability

Student is able to:

-Maintain an acceptable attendance record

-Maintain punctuality

-Give timely notice of interruptions to work schedule

-Demonstrate reliability

-Follow the rules of the worksite or training site

COMPETENCY AREA: Work Maturity

SPECIFIC COMPETENCY: Dependability/Reliability

Indicator	Benchmark	Suggested Method of Assessment	Minimum Certification
Demonstrate an ability to:			
a) Maintain an acceptable attendance record.	by meeting the written standards of the program for 1 months time.	Evaluation of Performance.	90% attendance record; Employability Skills Achievement Record.
b) Maintain punctuality.	by being on time consistently for the training activities each day for a 3 week period. or by holding a satisfactory record of punctuality at previous employers worksite.	Evaluation of Performance.	Record of lateness to program activities Employability Skills Achievement Record.
c) Give timely notice of interruptions to work schedule.	by consistently giving notice of expected tardiness, or absence in advance if possible.	Evaluation of Performance.	Employability Skills Achievement Record.
d) Demonstrate reliability.	by caring appropriately for money, material, and property.	Counselor/Employer Appraisal.	Employability Skills Achievement Record.
e) Follow rules of the worksite or training site.	by verbalizing the rules and consistently following the rules for at least 4 weeks.	Counselor/Employer Appraisal.	Employability Skills Achievement Record.

Examples of Activities for Dependability/Reliability

1. For one week in an eight-week program or two days in a three-week program, allow the student to maintain his/her own attendance record, sign in and sign out, record lateness and reasons; note how he/she was reliable and followed the rules.

2. Let small groups of the class create "work rules" to be used for one week of the program. These rules should be based on usual rules from the local labor market areas. Have the groups describe their rules in writing.

3. Let small groups decide what would constitute breech of the rules above, which ones are the most important, and when they would fire an employee. Have the groups describe their policy in writing.

Specific Competency:
Communication Skills

Student is able to:
-Follow instructions
-Ask for clarification
-Speak clearly and effectively
-Use listening skills

COMPETENCY AREA: Work Maturity
SPECIFIC COMPETENCY: Communication Skills

Indicator	Benchmark	Suggested Method of Assessment	Minimum Certification
Demonstrate an ability to:			
a) Follow instructions.	by consistently performing tasks as explained in writing or verbally during the program activities.	Counselor/Employer Appraisal.	Completed Employability Skills of Achievement Record.
b) Ask for clarification.	by asking for more information if instructions are not understood.	Counselor/Employer Appraisal.	Completed Employability Skills of Achievement Record.
c) Speak clearly and effectively.	by summarizing his/her work history in an interview situation.	Counselor/Employer Appraisal.	Completed Employability Skills of Achievement Record.
d) Use listening skills.	by being able to repeat and explain information presented.	Counselor/Employer Appraisal.	Completed Employability Skills of Achievement Record Listening Skills Checklist.

Assertive Behavior

You can be in control of your life and still be respected. The way to do it is by engaging in assertive behavior. That is by expressing yourself honestly, but with tact and respect for the feeling of others.

In most situations, people react in three ways: aggressive, assertive and passive. A person who acts in an aggressive manner communicates their feeling in such a way that it violates the rights of others. For example, if your friend asks you to help him with your homework and you don't want to, you say "Forget it. I have too much of my own and besides you're going to flunk anyway." Your aggressive response will anger your friend or perhaps hurt his/her feelings. Although your statements may be true, you have violated another person's rights. An assertive reply would be to communicate your feeling in an honest and respectful way. You might say, "I can't help you with your homework tonight, but I could help you on Thursday night if you work on it before you come over.

A passive response would be to help your friend with his homework even though you didn't want to. Or by making up an excuse. This behavior avoids confrontation, but doesn't allow you to express your feelings.

EXERCISES

1. If your best friend asked you to ditch school with him and you didn't want to, what would be an aggressive, assertive and passive request.

2. Ask students to give examples of everyday situations and how they could respond in an assertive manner.

3. Discuss the consequences of responding aggressively to situations.

4. Have students write down difficult situations that they will encounter this week and how they can respond assertively.

How Good are You at Following Directions?

Just concentrate, but remember you only have five minutes.

Begin when your instructor indicates start.

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the work "name" in sentence two.
4. Draw five small squares in the upper right hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title.
8. After the title write "yes", yes, yes".
9. Put a circle around each word in sentence 7.
10. Put an X in the lower left hand corner of this paper.
11. Draw a triangle around th X you just put down.
12. On the reverse side of this paper multiply 703 by 9085.
13. Draw a rectangle around the work "paper" in sentence 4.
14. Call out your first name when you get to this point in the test.
15. If you think you have followed directions up to this point, call out "I have".
16. On the reverse side of this paper add 8,950 and 9,580.
17. Put a circle around your answer. Put a square around the circle.
18. Count out loud in a normal speaking voice from 10 to 1.
19. Now that you have finished reading carefully, do only sentences one and two.

How Well Do You Communicate?

You probably are involved in some way with purposeful relationships with others. These would be associations other than merely social or friendship. They could be relationships within a company, family, institution, sales group, community activity, church, or even your roommate or little league ball team.

Your success with these interpersonal involvements is dependent upon successful communications. This is especially true if your role is one of leadership, management, or a parent.

Answering questions below may indicate how positively you influence others by the way you communicate.

1. Do you sit down and discuss a persons progress, problems, and activities with that person?
   (a) regularly (b)sometimes (c) rarely

2. Do people ask your advice?
   (a) regularly (b) sometimes (c) rarely

3. Do you make a point of having meaningful discussions or meetings regularly with others?
   (a) weekly (b) twice monthly (c) only occasionally

4. Do you speak critically or run down any other person when talking to that person or another?
   (a) never (b) very rarely (c) occasionally

5. Do you try to manipulate others by planning things to say that will get them to act a certain way?
   (a) never (b) sometimes (c) often

6. Do you make a point of commenting about the individual accomplishments of others?
   (a) always (b) sometimes (c) rarely

7. Have you criticized a person in front of others?
   (a) never (b) rarely (c) sometimes

8. Do you "make fun" of others in a joking way?
   (a) never (b) only when the other person does it to you) (c) often, when joking

9. When talking with a person about the person's problems or complaints how much time do you spend listening?
   (a) more than 75% (b) 50% to 75% (c) 25% to 50%

10. Do you put off communicating about problems because you are uncertain about your ability to work out a solution satisfactory to the people involved?
    (a) never (b) sometimes (c) often

11. Do you discuss mutual problems with others?
    (a) often (b) occasionally (c) never

12. In the event of disputes between people do you:
    (a) settle them immediately (b) take care of them when time permits (c) let them work themselves out

13. Do you criticize others?
    (a) rarely (b) sometimes (c) often

14. When talking with a person do you allow distractions?
    (a) never (b) sometimes (c) as they normally occur

15. Do you exaggerate or distort thew facts a bit to make the impression you want to make on others?
    (a) never (b) sometimes (c) often

16. Do you get a feedback from people to find out what they want you to do, what they expect you to do and what they think you should do?
    (a) with every person (b) occasionally (c) rarely

17. If you sense something is wrong with a person do you contact that person immediately to inquire if something is wrong?
    (a) always (b) if you get to it (c) rarely

18. Do you encourage a person to express his or her viewpoint if it is one with which you do not agree?
    (a) always (b) occasionally (c) rarely

19. Do you interrupt others when you have an important point to make?
    (a) never (b) sometimes (c) often

20. Do you cut a person short if you are busy and the person wants to talk to you to kill time?
    (a) never (b) sometimes (c) usually

21. In your day-to-day activities and when communicating do you keep in mind that your value to others is to help them like themselves?
    (a) always (b) occasionally (c) rarely

22. Do you encourage a person to blow off steam, to complain, or gripe?
    (a) in private to you (b) in a meeting (c) to others

23. Do you avoid discussing you personal feelings about controversial subjects such as politics and religion with others?
    (a) always (b) usually (c) rarely

24. Do you communicate as an outlet for your own hostilities, anger or prejudices?
    (a) never (b) sometimes (c) often

25. Do you make sure that others with whom you are involved are the first to know of any contemplated change and that the information comes from you?
    (a) always (b) usually (c) rarely

26. When in private conversations with a person do you:
    (a) ask a lot of questions (b) ask some questions (c) use few questions letting the conversation take its own course

27. Do you find you spend time communicating:
    (a) divided between people according to the communications needs (b) with all people equally (c) only the people you get along with best

28. In communication, do you take the initiative for getting in touch with the person?
    (a) often (b) sometimes (c) rarely

29. When information of importance comes up do you inform in writing and then reinforce verbally?
    (a) always (b) sometimes (c) rarely

30. Do you point out when others are wrong or correct them even though it serves no useful purpose?
    (a) never (b) sometimes (c) often

31. When you have an important change do you communicate and welcome discussion of reactions, get feedback, and follow up?
    (a) always (b) sometimes (c) rarely

32. Do you make a point of finding out the other person's interests, hobbies, viewpoints, family situation, likes and dislikes so you can guide your communications in these directions?
    (a) always (b) sometimes (c) only by accident

33. If policies, rules, objectives are an important part of the relationship do you know that others are completely aware of them?
    (a) positive, you've gotten feedback (b) they should know because they have been told or gotten a copy (c) not sure

34. Do you communicate by phone, personal letter, remembrance cards, or hand written notes to others?

(a) making a point of doing it periodically	(b) only when the impulse moves you	(c) rarely

35. Do you communicate even when you are fearful of the other person's reaction?

(a) never stops you	(b) sometimes put it off	(c) usually avoid it

36. Do you consider yourself to be open and honest in your communications but still respecting the other person's feelings?

(a) always	(b) sometimes	(c) not usually

37. Do you believe you are sensitive and responsive to others' emotions in your communications?

(a) always	(b) sometimes	(c) not usually

Now that you have completed the questionnaire go back and grade yourself on the basis of 3 points for each (a) answer, 2 points for each (b) answer, and 1 point for each (c) answer. Then total the points.

Ways We Communicate

If a person says nothing, he runs the risk of having his silence interpreted in a way he may not have intended. Since we always communicate something, lets learn how to communicate what we want to communicate.

We communicate in many different ways. Lets look at them:

WORDS communicate - and not always what we intend to communicate either.
TONE OF VOICE and INFLECTION communicate, both conciously and unconciously
EXCESS VOCALIZING, those uhs, ers, and throat clearings also communicate
PHYSICAL MOVEMENTS communicate (often called body language)
SILENCE communicates. Just failing to say something often communicates vividly.
SPACE communicates: how much space you leave between you and those with whom you are conversing. (Our proximity to others is called proxemics.)

Lets elaborate on these ways we communicate.

Words

Words seem a simple way to communicate, but actually many mistaken interpretations occur because words often have different meanings to different people. The word POST is an example. Its meaning may be different for different people. some examples are:

An Englishman may think:	mail a letter, or a bugle call in the British Army.
A landowner may think:	a series of signs forbidding property to trespassers, or a marker
An employer may think:	to put up bond, or to display a public notice
A flagbearer may think:	to carry flags ceremoniously to position
A mailman may think:	mail handled
A soldier may think:	a soldier's station
A stockbroker may think:	trading station on floor of stock exchange

A farmer may think: fence building

A veteran may think: a local subdivision of a veterans organization

A bookkeeper may think: transfer from original entry to ledger

In addition, there are other these other meanings given in the dictionary:

alter; office to which one is appointed; behind; travel in a hurry; later; later than

Thus, even using a specific word may not transfer the speaker's meaning to the listner's mind as the speaker intended. It is true that sometimes the meaning is clarified by its use in a sentence, but not always clear enough.

Words have both denotative and connotative meanings which create problems. A connotative word describes something you are unable to touch; it can more easily have different meanings for different people. Love, hate, beauty, gorgeous, and horrid are examples of words with unclear meanings. (What is gorgeous to you may be horrid to someone else.)

But even denotative words which describe objects you can point to often create confusion because different people attach different meanings to different words.

The emotional feeling aroused by a word can be very different for different people. Some words cause an emotional response. They are oftern called SNARL or PURR words.

"Janey, you are cool!"

Cool is a purr word. It makes Janey feel good.

"Gee, you're stupid, Janey!'

Stupid is a snarl word. It makes Janey feel angry or hurt.

Our language is filled with snarl and purr words, and often they are used without intending to anger or hurt anyone. People just don't think before they speak. Once a person is feeling angry, he may not hear anything else, or he hears it in an angry mood and reacts differently from the way he would react if he were not angry.

Vocal Tone and Inflection

Tone and inflection create meanings. "Its about time" said in one tone can express sarcasm or anger. Said in another way it can express happiness. "Its about time to leave for the play." It can even be used to regulate our lives, as in "It's about time to eat dinner. Let's get the food on the table."

Body Language

Body language has been given wide publicity recently. We can communicate with our bodies - with our posture and our gestures. Sometimes we can't control ourselves enough to avoid communicating something we do not wish to communicate. For example, studies of the eye show that excitement and joy within an individual cause the pupils to dilate, and no amount of "self control" can stop the pupils from dilating. Thus, the one giveaway for a poker player is in his eyes. Watch, for when he has a hand which excites him, it will show in his dilated pupils.

Another Message

Patrick had had a bad day. He hadn't done his homework. He had overslept, and hurried off to school without breakfast. In his hurry to get to first hour before the tardy bell rang, he slammed his locker door on his finger which now, at third hour, was swollen and painful.

He could hardly think anymore, and there Miss Johns was asking him to do a problem on the board. He got slowly out of his seat and started to the front of the room, debating whether to ask to go to the nurse's office. Therefore, he did not notice Jim's foot in the aisle. Jim had stuck it out, and Patrick tripped and plunged forward with much noise.

Miss Johns became very angry and that did not help Pat.

"Miss Johns, please, may I go to the nurse's office? I don't feel well - my fingers hurting."

There were a few snickers. Miss Johns became even angrier. She looked at Pat's hand and said, " I am sure that you can do this problem before you go."

Miss Johns had been aware of Pat's lack of preparation in the past and was suspicious that this was another stall.

Pat shuffled to the board and tried to bluff, but he couldn't.

Now Miss Johns was really angry, having confirmed her suspicions about Patrick's lack of preparation. "Patrick, report after school!"

Patrick went to the nurse's office where he was given some first aid and allowed to return to his fourth hour class.

Mr. McCarthy was irritated at Patrick's late arrival because Pat simply wasn't paying as much attention to his English as Mr. McCarthy wished.

Pat managed to become involved in a scuffle asthe bell rang, and Mr. McCarthy told him to report after school.

"But I already hafta see Miss Johns."

"Thats tough. You be here when the bell rings." Mr. McCarthy was angry, he wasn't going to take any nonsense.

As the bell rang at the end of the day, Pat hurried to Mr. McCarthy. He knew McCarthy had a reputation of being severe with kids who didn't follow his orders.

Mr. McCarthy refused to talk at first and made Pat just sit there in anxiety. Finally he gave Pat some additional homework.

Half an hour later, Pat walked in Miss John's room.

"Honest, Miss Johns, I couldn't help it!" Pat pleaded.

"What are your suggestions, Patrick? I'm open to suggestion," said Miss Johns as she stood, her arms crossed over her chest, her lips set in a firm line, and her body rigid.

Patrick looked at her and thought, "OPEN to suggestions? Open to anything? Not on you life!" and his heart sank. He was unable to say anything more.

Miss Johns' body is telling Patrick something different from her words. The speaker is unaware of this use of body language. However, some body language (or kinesics, as it is called professionally) can be understood and used by speakers as well as listeners. It has become part of our language right along with words. Perhaps this is why the term body language developed. It is the language of the body. A speaker who consciously utilizes gestures and posture can project his meanings more clearly.

Silence

Silence also communicates. What it communicates depends on the circumstances.

Brad and Jean had had a strong shouting argument - intense in its hostility. Brad, a senior, had come home to find Jean, his sister, in his room looking at some papers on his desk. She said she was looking for the paper he had borrowed from her yesterday. He wanted to believe she was snooping.

They shouted and finally Jean ran to her room and slammed the door. For three days neither would speak to the other. The silence was charged with hostility felt by all members of the family.

This silence spoke anger.

Tom and Anne walked silently, holding hands. They were seniors, and graduation was two weeks away. The air was balmy, the moonlight glistened and danced on the water. No need to talk.

This silence spoke of many lovely things - the beauty of the night, the joy of young love, and the promise of the future.

Silence as well as language communicates.

Space Bubble

Space bubble, the distance we keep between ourselves and others, is also important. how well we know a person, how close our relationship is, determines the space we leave between us. The more intimate relationships, such as those between family members or sweethearts, allow closer contact than the more formal relationships of friends and aquaintances. Cultural differences must also be considered. (A discussion of this subject will be found in another book in the coping with series, Living With Differences.

Each of us has a space bubble which we unconciously protect. In America, a person seems to need two to three feet between himself and others, although some people enjoy being as close as eighteen inches. The need varies with cultural background. Latin Americans, Southern Europeans, and Arabs enjoy being closer to others. We unconciously maintain whatever distance our culture has taught us and are irritated with an individual who repeatedly intrudes in our space bubble.

Mary joins Sue and Betsy as they stand talking. She moves very close and says, "I wouldn't dream of intruding." Yet she is touching Sue's shoes with her foot, her arm rests heavily on Sue's shoulder, and her hair tickles Sue's nose. She has invaded Sue's space bubble.

These are the tools we use to communicate: words, sounds, tone and inflection, bodily movement, silence and space.

Specific Competency:
Personal Relations

Student is able to:

-Maintain a positive image on the worksite

-Accept supervision and criticism

-Cooperate with co-workers and accept the chain of command

-Maintain a positive attitude toward others on the worksite

COMPETENCY AREA: Work Maturity
SPECIFIC COMPETENCY: Personal Relations

Indicator	Benchmark	Suggested Method of Assessment	Minimum Certification
Demonstrate an ability to:			
a) Maintain a positive image on the training site.	by dressing appropriately and maintaining good hygiene.	Client/Counselor Appraisal.	Dress and Hygiene checklist.
b) Accept criticism and supervision.	by altering behavior when appropriate, verbalizing expectations of supervisor and seeking feedback on performance.	Client/Counselor Appraisal Record.	Completed Employability Skills Achievement.
c) Cooperate with co-trainees.	by being supportive of other trainees activities.	Counselor/Trainee Appraisal.	Completed Employability Skills Achievement Record.
d) Maintain a positive attitude toward others on the training.	by listing three behaviors which would not be acceptable on the job. Tell what each behavior suggests as an attitude. List 3 behaviors which are appropriate and what they signify.	Client Counselor Appraisal.	Record of behaviors listed.

How Do You Look?

		Good	Average	Poor
BODY:	Clean underclothing			
	Daily bath or shower			
	Use of deodorant			
HAIR:	Neat haircut			
	Hair looks combed and neat			
	Hair is clean and lustrous, free from dandruff			
	Hair style is O.K.			
FACE:	Neck, face & ears clean			
	Men: clean shave			
	Women: make-up & lipstick on neatly			
ORAL HYGIENE:	Clean teeth			
	Fresh breath			
HANDS:	Nails & hands clean			
	Nails smooth, short & even			
CLOTHING:	Style O.K. - not too dressy or too casual			
	Fits well - not too loose or too tight			
	Neat (Men: trousers creased, shirt pressed)			
	No buttons missing			
	No wild or clashing colors			
	No tears			
	Clean handkerchief or tissue in pocket or purse			
	Men: Pockets not bulging			
	Women: Skirt length O.K.			
FOOTWEAR:	Shoe style O.K. - not boots or tennis shoes			
	Shoes not run down (heels, toes, soles)			
	Shoes polished or brushed			
	Men: dark socks, no holes			
	Women: no runs, or wrinkles (no anklets)			
ACCESSORIES:	Purse or billfold looks neat when opened			
	Plain jewelry or tie clasp			
	Carries pen			

The Influence of Working Relationships on Job Choice

Learn how environment and working relationships can influence occupations.
Identify working relationships associated with occupations.

Research shows that more people are fired for not being compatible than because they cannot do the job. It is probably that job knowledge may not be as important as communications, perception, or human interaction. Your work role is not isolated from your home life, religion, social life, or philosophy. You can perform according to how you perceive yourself in your work role, and your work role is influenced by your environment.

1. Divide into groups of five.

2. Each person writes 5 occupations across the top of a sheet of paper.

3. Under each occupation list factors that may be influential in that occupation. (Allow about ten minutes.)

4. After the lists are completed, each person tells what is on their list.

5. The group then discusses the occupation and adds additional facts as suggested by others.

6. Each person pick an occupation that they would accept and one that they would reject, and gives their reason.

7. Examples of factors that give and receive influence:

    a. Acquaintances at work
    b. Leisure activities
    c. Feeling of worth
    d. Ethics and values
    e. Appearance
    f. Family responsibilities
    g. Mobility and residence
    h. Income
    i. Health, emotional and physical
    j. Communication, verbal and nonverbal
    k. Hours or length of work year
    l. Preparation
    m. Fringe Benefits
    n. Atmosphere, quiet or noisy

What is Your Attitude?

Your attitude is the stance you take toward life based on your values. It is your lifestyle pattern - it shows up in the way you relate to people, places, things and the way you divide your time among them. Your attitude is a state of mind that will cause you to respond in a certain way to a given situation.

The following chart shows you the behavior characteristics of those who have healthy, desirable attitudes compared with those who have negative or poor attitudes. If your behavior is similar to that described on the negative side, you should know that such behavior causes others to react to you negatively. If you can work on just one or two areas so that your behavior shows a desirable, positive attitude, the behavior of others toward you will change. People will like you better, and you will like them better. Study the chart to see where you fit in:

POSITIVE ATTITUDE	NEGATIVE ATTITUDE
1. Smiles easily	1. Rarely smiles
2. Willing to change ideas, dress behavior when appropriate	2. Unwilling to change
3. Able to see the other person's point of view	3. Unable to see the other person's point of view
4. Almost never complains	4. Complains about nearly everything
5. Accepts responsibility for mistakes	5. Blames others for own mistakes or shortcomings
6. Seldom criticizes others	6. Very critical of others
7. Considers what is good for or helpful to others	7. Thinks only of self, "What's in it for me?"
8. When talking with other people, looks them in the eye but does not try to stare them down	8. Unwilling or unable to look the other person in the eye
9. Respects the ideas and opinions of others	9. Tries to force ideas and opinions on others
10. Never makes excuses	10. Often makes excuses
11. Has a variety of interests	11. Few interests, is often bored

Specific Competency:
Initiative/Productivity

Student is able to:
-Organize time effectively
-Sustain responsibility
-Exhibit ownership in the quality of the product

COMPETENCY AREA: Work Maturity
SPECIFIC COMPETENCY: Initiative/Productivity

Indicator	Benchmark	Suggested Method of Assessment	Minimum Certification
Demonstrate an ability to:			
a) Organize time effectively.	by consistently producing program requirements on time.	Evaluation of Performance.	Completed Employability Skills Achievement Record.
b) Sustain Responsibility.	by learning new tasks associated with the job functions, solving problems objectively, accepting change, seeking guidance.	Counselor/Employer Appraisal.	Completed Employability Skills Achievement Record.

Student Work Evaluation

STUDENT'S NAME: _____ SCHOOL: _____

WORK STATION: _____

SUPERVISOR'S NAME: _____
(Printed or Typed)

PLEASE CHECK THE STATEMENT WHICH BEST DESCRIBES THE PERFORMANCE OF THE STUDENT YOU ARE SUPERVISING.

APPEARANCE
_____Outstanding in taste and care
_____Neat dress & well groomed
_____Average in grooming & taste
_____Clean, but careless appearance
_____Does not apply

INTERPERSONAL SKILLS
_____Very well liked by all
_____Works well with others
_____Gets along satisfactorily
_____Has some difficulty with others
_____Works poorly with others

ATTITUDE-APPLICATION TO WORK
_____Outstanding in enthusiasm
_____Very interested & industrious
_____Average in diligence & interest
_____Somewhat indifferent
_____Definitely not interested

INITIATIVE
_____Takes initiative; finds extra work to do
_____Takes some initiative
_____Does assigned work with normal supervision required
_____Needs considerable supervision
_____Must always be told what do do

ATTENDANCE
_____Regular
_____Irregular

PUNCTUALITY
_____Regular
_____Irregular

JOB KNOWLEDGE
_____Excellent knowledge of all phases of work
_____Well informed on most of the routine phases of work
_____Fair knowledge of routine phases of work
_____Poor knowledge of fundamentals of work
_____Does not apply

QUALITY OF WORK
_____ Excellent
_____ Very Good
_____ Average
_____ Below Average
_____ Very Poor

DEPENDABILITY
_____ Completely dependable
_____ Above average in dependability
_____ Usually dependable
_____ Sometimes neglectful or careless
_____ Unreliable

JUDGEMENT
_____ Exceptionally mature
_____ Above average in making decisions
_____ Usually makes right decisions
_____ Often uses poor judgement
_____ Consistently uses poor judgement
_____ Does not apply

ABILITY TO LEARN
_____ Learns very quickly
_____ Learns readily
_____ Average in learning
_____ Slow to learn

OVERALL PERFORMANCE

_____ OUTSTANDING _____ VERY GOOD _____ AVERAGE _____ MARGINAL _____ POOR

Time Management

PURPOSE:

This exercise asks us to inventory our lives - to see how we actually do spend our time, our money, etc. This information is needed if we hope to move from what we are getting to what we want to get out of life. "The Pie of Life" can also be used to raise some thought-provoking questions about how we live our lives.

INSTRUCTIONS:

The leader draws a large circle on the board and says, "This circle represents a segment of your life." We will do several such pies.

First, we will look at how you use a typical day. Divide your circle into four quarters using dotted lines. Each slice represents six hours. Now, everyone please estimate how many hours or parts of an hour you spend on each of the following areas, on a typical day. Naturally, your answers will differ from one to another. How many hours do you spend:

1. On SLEEP?
2. On SCHOOL or in TRAINING?
3. At WORK, at a job that earns you money?
4. With FRIENDS, socializing, playing sports, etc.?
5. On HOMEWORK?
6. ALONE, playing, reading, watching TV?
7. On CHORES around the house?
8. With FAMILY, including meal times?
9. On MISCELLANEOUS other past-times?

Your estimates will not be exact, but they should add up to 24, the number of hours in everyone's day. Draw slices in your pie to represent proportionately the part of the day you spend on each category. Your pie may look something like this:

Ask yourself the following questions:

1. Are you satisfied with the relative sizes of your slices?

2. Ideally, how big would you want each slice to be? Draw your ideal pie.

3. Realistically, is there anything you can do to begin to change the size of some of your slices.

You may decide to take one particular area, such as family, and break it down into its own segments within a new pie.

Specific Competency:
Worker Rights

Student is able to:
-Understand state and federal tax forms
-Describe local employer's benefit packages
-Identify legal rights and responsibilities of the workplace

COMPETENCY AREA: Work Maturity

SPECIFIC COMPETENCY: Worker Rights

Indicator	Benchmark	Suggested Method of Assessment	Minimum Certification
Demonstrate an ability to:			
a) Understand state and federal tax forms.	by completing a sample federal and state tax form correctly.	Evaluation of Performance.	Copy of completed tax forms.
b) Describe typical employers benefit packages.	by defining those benefits for 3 employers.	Evaluation of Performance.	Descriptions of benefit packages.
c) Identify legal rights and responsibilities of the work place.	by reviewing affirmative action laws, equal opportunity laws, and safety laws including the child labor laws.	Evaluation of Performance.	Copy of written review of the laws.

Benefits and Job Considerations

Below are some Fringe Benefits and job considerations. Read them and discuss in a group session.

BENEFITS:

Every job pays money in some form ... wages, commissions, or tips. Many jobs also add a form of indirect payment called benefits. The benefits listed below which are available with various jobs may cost the employer from $.50 to $2.00 per hour for each employee.

Paid Holidays

Days off for which you are paid. These may include New Year's Day, Washington's Birthday, Patriots' Day, Independence Day, Labor Day, Columbus Day, Thanksgiving, Christmas. Not all companies offer all of these paid holidays. Some jobs will require you to work on a holiday and take another day off to compensate. Still other companies will have you work on a holiday and pay you double.

Vacation

Some employers will pay you for a certain amount of free time off per year. You may choose when you will take your vacation ... either all at once, or spaced throughout the year. A few companies shut down for one or two weeks and all employees must take their vacations at that time. Some places will allow you to accumulate time off from year to year, so that you may take a longer paid vacation when you desire. Some companies will pay you for the vacation days you have not used at the end of the year.

Sick Days

Sick days work like vacation days. Some companies do not pay you for the time you are ill. Others pay you for a certain number of days per year. Some companies allow you to accumulate sick days. In most cases you will need a doctor's note if you are sick for a long period of time.

Insurance

Hospitalization and Surgical. This form of insurance is a very important benefit. It pays toward hospital expenses and related doctor's fees. The rising cost of hospital services could leave you in debt for years, if you are not insured. In some hospitals aspirins (plus service) cost one dollar each. Hospital rooms can cost between $40 and $150 a day! Most company insurance policies will allow you to add your family for a certain amount per week. Some companies will not pay your entire insurance premium, but share the costs with you.

Major Medical Insurance is in addition to Hospitalization and Surgical Insurance. It covers a portion of medical expenses not covered in the basic plan, plus medical expenses incurred at home, or in a doctor's office, as well as drug store prescriptions. You could probably not afford to purchase insurance of this type on your own.

Disability Insurance guarantees your salary (or a portion of it) during the time you are laid up due to a serious illness or injury.

Life Insurance guarantees that your family will be properly cared for in the event of your death. Some life insurance policies may pay dividends once they have been held a certain length of time.

Pension Plan

Both employer and employee put away (and invest) money to be paid back to you, the worker, during the years of retirement.

Profit-Sharing

Some companies arrange this plan so that their employees receive a share of the company's profits. They might give cash, or arrange an account for it.

Other Financial Benefits

These might include special stocks available to workers at a reduced rate, special savings plans, bonuses and credit unions. Credit unions function similar to banks, allowing members to save money at high rates of interest and borrowing money at low rates.

WORKING CONDITIONS:

Before you accept the job you should ask to see the places you will be working. You should also be able to answer the following questions to your satisfaction:

* Will the time of work and the working conditions satisfy you?

* Is the work seasonal? If so, what income will you have during the layoff?

* Will you have to work nights, weekends, holiday?

* Is the job safe? Are there risks of injury?

* Is the work place comfortable? Is it free of dirt, noise, smell, and extreme heat or cold?

Federal Laws on Hiring Discrimination

ACCEPTABLE & UNACCEPTABLE INQUIRIES

Here are some federal laws concerning hiring discrimination:

1. Title VI of the Civil Rights Act of 1964 as amended.
2. Age Discrimination in Employment Act of 1976 as amended.
3. Rehabilitation Acts Amendment of 1973, Section 504, Handicapped.
4. Equal Pay Act of 1963 as amended by the Education Amendments of 1972, Higher Education Act.

Acceptable Pre-employment inquiries	Subject	Unacceptable Pre-employment Inquiries
Have you worked for this company under a different name?	Name	Former name of applicant whose name was changed by court order or otherwise.
Applicants place of residence	Address	None
How long applicant has been a resident of this of this state or city.	Duration or Residence	None
Languages applicant reads, speaks, or writes fluently	National Origin or Ancestry	Applicant's nationality, lineage, ancestry, national origin, descent or parentage.
		Date of arrival in U.S. or port of entry, length of residence
		National of applicants parents or spouse: maiden name of applicants spouse or mother.
		Language commonly used by applicant. What is your mother tongue?
		How applicant acquired ability to read, write, or speak a foreign language.
Applicants academic, vocational or professional education, schools attended.	Education	Date last attended high school.
Applicants work Applicants military experience in armed forces of U.S. a State Militia (U.S.) or in a particular branch of U.S. Armed forces, if job related	Experience	Applicants military experience (general) Type of
Have you ever been convicted of any crime? If so, when where and disposition of the case.	Character	Have you ever been arrested?
Names of applicants relatives already employed by this company.	Relatives	Name and address of relative spouse, or children of adult applicant.
		With whom do you reside?
		Do you live with parents?
Name and address of person to be notified in case of accident or emergency.	Notify in case of Emergency	Name and address of relative to be notified in case of emergency or accident.
Inquiry into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform the job.	Organizations	List all organizations, clubs, societies and lodges to which you belong
By whom were you referred for a position here?	References	Requirement of submission of religious reference.

Acceptable Pre-employment inquiries	Subject	Unacceptable Pre-employment Inquiries
Do you have any physical condition which may limit your ability to perform the job applied for?	Physical Condition	Do you have any disabilities?
		Questions on general medical condition.
Statement by employer that offer may be contingent upon passing a physical examination.		Inquiries as to receipt of workmans compensation.
		What is your weight?
		What is your height?
None	Marital Status	Are you married? Are you single?
		Name and other information about spouse.
		Where does you spouse work?
		What are the ages of your children, if any?
None	Birth Control	Inquiry as to capacity to reproduce.
		Advocacy of any form of birth control.
None	Sex	Inquiry as to sex.
		Do you wish to be addressed as Mr., Ms, etc.
None	Financial Status	Where do you bank?
		Do you own your own home, car, etc.
		Where do you have your check and savings accts.?
		With what companies have you established credit?
		Have you ever had your wages garnished?
Notice to aapplicant that any misstatements or ommissions of material facts may be cause for dismissal.	Miscellaneous	Any inquiry that is not job related or necessary for determining an applicants eligibility for employment.

Rainy Day Umbrella

"Being an Employee - Rights, Fringes, Safety (OSHA), Social Security and Taxes"

"Rainy Day Umbrella"

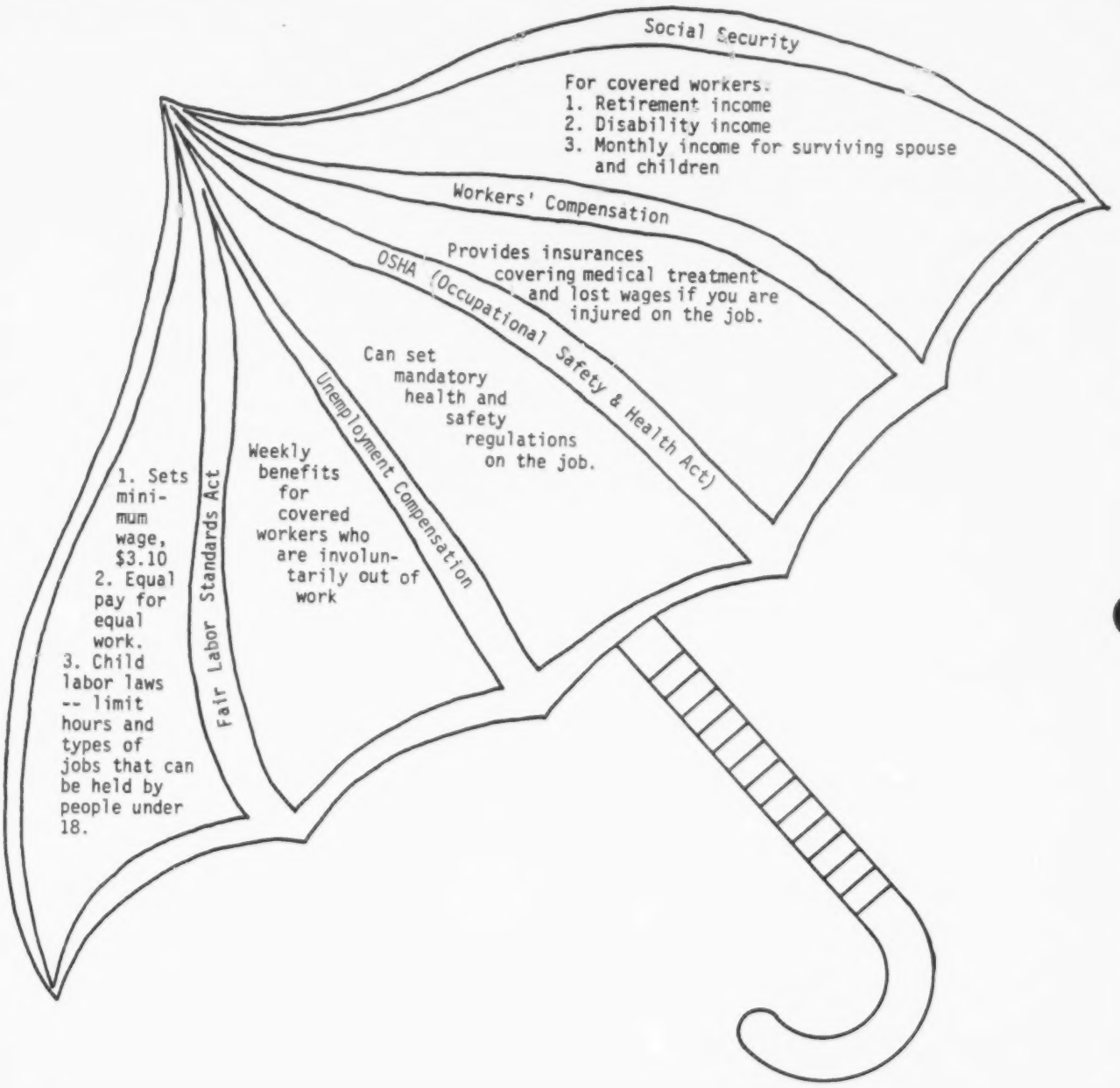
The information described on this umbrella illustration effects you as a worker. "Rainy Day" covers the benefits that you are entitled to. They are factors that you should consider when choosing the right job for you.

Study this illustration and discuss it within one of your group sessions.

Are all these points important to you?
Do all jobs offer these benefits?
Which benefits are most important?

Add on to the umbrella other benefits that you feel have been left out and should be included.

In other words ... complete the picture.


Social Security
For covered workers.
1. Retirement income
2. Disability income
3. Monthly income for surviving spouse and children
Workers' Compensation
Provides insurances covering medical treatment and lost wages if you are injured on the job.
OSHA (Occupational Safety & Health Act)
Can set mandatory health and safety regulations on the job.
Unemployment Compensation
Weekly benefits for covered workers who are involuntarily out of work
Fair Labor Standards Act
1. Sets minimum wage, $3.10
2. Equal pay for equal work.
3. Child labor laws -- limit hours and types of jobs that can be held by people under 18.

Work Benefits Activity

"Being an Employee - Rights, Fringes, Safety (OSHA), Social Security and Taxes"

"Work Benefits Activity"

Work benefits refer to the types of rewards, usually monetary, offered by or associated with a particular work activity. Some businesses offer many work benefits; others may offer no such incentives. Work benefits tend to become more important to individuals as they grow older, have families to support, and are thinking about working at a specific job for an extended period of time. Listed below are a few examples or categories of work benefits. You may wish to "brainstorm" other considerations. . . there are many more that can be added to the list.

* A salary with an annual guaranteed "cost of living" raise
* Automatic salary increases based on time spent with the company
* Paid sick leave
* Paid annual leave (vacation time)
* Annual leave which increases over time spent with the company
* Car furnished by the company
* Free life and health insurance
* An expense account
* A good pension and retirement plan
* A chance to purchase stock in the company, through a withholding plan for employees

* Will you be able to work in this setting for a long time?

* If you are promoted, will you have to change your working setting? Would you like the new work place?

* Will you feel comfortable with your fellow workers?

ADVANCEMENT AND TRAINING:

You should speak to people who have been employed with a company for a few years to find out about advancement possibilities. Does the company promote from within? Do they provide training programs? Do people seem to stay with the company for a long while? Do people feel that they receive credit for their work? Will the company pay you for any job related courses which you take on your own? Is there any room to grow? Would you have to move to another city for promotion?

SAFETY CONDITIONS:

Do you see people wearing protective eye and ear coverings? Are there first aid stations at convenient locations? Are hardhats required in appropriate areas? Are "WARNING" signs posted in dangerous areas? Do you know what OSHA is?

TRANSPORTATION AND LOCATION:

Can you get to the job cheaply and easily? Or will the cost or inconvenience make the job not worth taking?

How will you get to work each day? Will you need a car? Can you join in a car pool? Can you take the bus, train, or subway? Could you walk or ride a bike?

* Will it be difficult to get to work in winter or at other times of the year?

* How much time will you spend traveling to your job and home again?

* Will you need to move to be close to the job?

* How much will you pay each month or year to get to the job?

If you use a car, you ought to figure the cost of owning and operating it. The car will cost you about 44 cents per mile. This includes the costs of gasoline and oil, tires, and maintenance. It also includes the costs of insurance, licenses, and depreciation of the car's sale price. Your car could cost a little less to own and operate. It could cost even more.

Examples of Worker Rights Activities

1. Can you "Set up Your Own Shop?" Let each class member pick a business that he/she is most interested in. What benefits would you give your employees? What are your legal rights toward your employees?

2. Try to explain state and federal tax forms to a second grader. How simple would you make your explanations or instructions?

3. Be a Union Representative. What would you look for if you were a union representative at your plant? What violations of rights are the most important?

Other Considerations

Will you have to join a Union to keep this job?

How stable will the job be? Do people who work there face regular lay offs? Is this a well respected company? Check the Better Business Bureau and Chamber of Commerce for the company's reputation.

Does the company offer raises to keep up with the cost of living? If not, the salary which is adequate for you this year might not support you next year.

Does the company have any recreational facilities or programs which interest you? If so, you might be able to save yourself a lot of money and be able to fill your leisure hours. Some companies have bowling alleys, swimming pools, tennis courts at little or no charge to employees. Other companies offer access to other facilities, such as ski slopes and beaches, planned vacations and tours, at a good discount.

Resources

Resource Listing

(Agencies, books, films/videos, pamphlets and vendors)

Alaska Career Information System
Alaska Department of Education
P.O. Box F
Juneau, Alaska 99811
(907) 465-4685

Alaska Economic Trends
Alaska Department of Labor
Research & Analysis Section
P.O. Box 1149
Juneau, Alaska 99802
(907) 465-4500

Alaska Vocational Materials Library
Alaska Department of Education
Office of Adult & Vocational Education
P.O. Box F
Juneau, Alaska 99811
(907) 465-2980

Choices & Challenges
Advocacy Press
P.O. Box 236
Santa Barbara, Calfornia 93102
(805) 962-2728

Dictionary of Occupational Titles, Fourth Ed., 1977
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Get your Foot in the Door...Prepare a Resume
Alaska Department of Labor
P.O. Box 3-7000
Juneau, Alaska 99802
(Or your local Job Service Office)

Go for It (color video 28:34)
Alaska Vocational Materials Library
Alaska Department of Education
Office of Adult & Vocational Education
P.O. Box F
Juneau, AK 99811
(907) 465-2980

How to Find a a Job and Keep It
Alaska Department of Labor
P.O. Box 3-7000
Juneau, Alaska 99802
(Or your local Job Service Office)

How to Get a Job in Anchorage
Adult Basic Education
403 West Northern Lights Blvd.
Anchorage, Alaska 99503

JOB-O Dictionary
Career Materials, Inc.
Post Office Box 4
Belmont, California 94002

Occupational Planning & Placement Competency Based Program
Occupational Planning & Placement Services
Fairbanks North Star Borough School District
P.O. Box 1250
Fairbanks, Alaska 99707

Occupational Survival
University of Illinoise
100 North 1st Street
Springfield, Illinois 6277

Self Directed Search - Test, Computer Programs
Consulting Psychologist Press, Inc.
577 College Avenue
Palo Alto, California 94306

Studs Terkel
1st ed. Pantheon Books (1974) xlix, 589 p.
HO 8072, T4 AK AKJU
331.01 @ JUN DGL AKJ (73-018037)
people talk about what they do all day and
what they feel about what they do

Youth Competencies Pre-Employment Skills Training
People Count, Inc.
Rt. 1 Box 159
Kenai, Alaska 99611
(907) 283-4099

Youth Work Skills Training Program
Curriculum Guide
South East Regional Resource Center
218 Front Street
Juneau, Alaska 99811
(907) 586-6806

JTPA Local Level Contacts

I. Anchorage/Mat-Su Private Industry Council
Box 6-650
Anchorage, Alaska 99502
264-6550

II. Fairbanks Private Industry Council
202 Noble Street
Fairbanks, AK 99701
456-5189

III. Alaska Statewide Private Industry Council
Division of Community Development
Alaska Department of Community & Regional Affairs
Box BC
Juneau, Alaska 99811
465-4814

Region I: Southeast Alaska
Division of Community Development
Box BD
Juneau, Alaska 99811
465-4814

Region II: Interior and North Slope
1514 Cushman Street
Fairbanks, Alaska 99701
456-1504

Region III: Bering Straits and Northwest Alaska
Old Federal Building
Front Street
Nome, Alaska 99762
443-2274

Region IV: Bristol Bay and Southwest Alaska
BMC Office, Room 210
P.O. Box 348
Bethel, Alaska 99559
543-2885

Region V: Southcentral, Aleutian Islands and Bristol Bay
949 E. 36th Avenue, Suite 400
Anchorage, Alaska 99508
563-1955

LF 05-5478

STATE OF ALASKA

STEVE COWPER, GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF ADULT AND VOCATIONAL EDUCATION

GOLDBELT PLACE
801 WEST 10TH STREET
P.O. BOX F
JUNEAU, ALASKA 99811-0500
PHONE: (907) 465-4685

Dear Educator:

Enclosed is a copy of a test to be used with the Pre-Employment Competencies Resource Guide. This objective test covers all four areas of the pre-employment competencies program which includes career decision-making, life/work management, getting a job, and work maturity. The test may be used as a pre- and post-test and can also be used with each section individually. A sample answer sheet and key are included.

Please feel free to contact me if you would like additional information about the materials available from our Vocational Materials Library.

Sincerely,

Carin J. Smolin
Coordinator, Vocational Materials Library

Enclosures

05-E33LH

JTPA Pre-Employment Competencies Pre/Post Test

Name _____

Date _____

Student Answer Sheet

CAREER DECISION MAKING	LIFE/WORK MANAGEMENT	GETTING A JOB	WORK MATURITY
1. S A	1. a b c	1. _____	1. _____
2. S A	2. a b c	2. _____	_____
3. S A	3. a b c d	3. _____	_____
4. S A	4. a b c d	4. _____	_____
5. S A	5. a b c d	5. _____	2. _____
6. V G	6. ____	6. _____	_____
7. V G	____	7. _____	_____
8. V G	____	8. _____	_____
9. V G	____	9. _____	3. _____
10. V G	7. A U	10. _____	_____
11. ____	8. A U	11. _____	_____
12. ____	9. A U	12. _____	_____
13. ____	10. A U	13. ____	4. _____
14. ____	11. A U	14. ____	_____
15. ____	12. A U	15. ____	_____
16. ____	13. A U	16. ____	_____
17. T F	14. A U	17. ____	5. ____
18. T F		18. ____	6. ____
			7. ____
			8. ____
			9. ____
			10. ____
			11. ____
			12. ____

Answer Key

CAREER DECISION MAKING

1. (S) A
2. S (A)
3. (S) A
4. (S) A
5. S (A)
6. (V) G
7. V (G)
8. (V) G
9. V (G)
10. (V) G
11. E
12. C
13. B
14. A
15. D
16. F
17. (T) F
18. (T) F

LIFE/WORK MANAGEMENT

1. (a) b c
2. a (b) c
3. a (b) c d
4. a (b) c d
5. a (b) c d
6. C
   d
   a
   b
7. (A) U
8. A (U)
9. A (U)
10. (A) U
11. (A) U
12. A (U)
13. A (U)
14. A (U)

GETTING A JOB

1. friends
2. one
3. volunteer
4. letter of application
5. civil service
6. interview
7. salary
8. education
9. job promotion
10. partnership
11. shares
12. Skill
13. C
14. F
15. A
16. E
17. D
18. B

WORK MATURITY

1. timeliness
   dependability
   honesty
   cooperation
2. speaking
   body language
   silence
   gestures
3. smiles easily
   willing to change
   responsible
   for mistakes
   respects opinions
   of others
4. thinks only of self
   critical of others
   makes excuses
   complains a lot
5. C
6. E
7. G
8. H
9. F
10. D
11. B
12. A

Career Decision Making

CHOICES: Good language, math, clerical and social skills are important for getting and keeping a job. A person's aptitude for these skills is his/her natural or learned ability to perform them.

On the answer sheet, circle S for Skill or A for Aptitude for each of the following activities.

1. Operate a word processor
2. Add numbers quickly in your head
3. Type 80 words per minute
4. Balance a budget
5. Talk easily with people you don't know

Success in any job is related to how much you like the job and what your goals are for the future. In other words, success depends on your personal values and goals.

On the answer sheet, circle V for Value or G for Goal for each of the following statements.

6. I enjoy being in new or different situations.
7. I want to make $60,000 a year by the time I'm 30.
8. I am happiest when working outdoors.
9. I want to do work that wil benefit other people.
10. I enjoy making things with my hands.

MATCHING: Choose the Occupation that matches the Career Title by writing the letter of the occupation in the blank on the answer sheet.

CAREER TITLE	OCCUPATIONS
11. Health	A. Carpenter
12. Communication and Media	B. Airplane Pilot
13. Transportation	C. TV Producer
14. Construction	D. Credit Manager
15. Consumer Education & Home Economics	E. Dental Hygienist
16. Business & Office	F. Accountant

TRUE AND FALSE: Circle T for true and F for false on the answer sheet for the following questions.

17. Some of the hardest decisions to make are career decisions because they influence your future.

18. The amount of training and education you obtain will influence your earnings and your opportunities for job advancement.

Life/Work Management

MULTIPLE CHOICE: On the answer sheet, circle the letter that you think is correct for each of the following questions.

1. It is the employee's responsibility to get to work on time. Which of the following modes of transportation would be most feasible for someone on a limited income?
   a. bus b. car/truck c. taxi

2. Being employed requires a person to balance his/her private life and work life. Finding someone to take care of the children is part of this balance. Which one of the following child care services would you choose if you were on a limited budget?
   a. Day Care Center b. relatives c. babysitter

3. Which of the following is a fixed expense?
   a. food b. rent c. furniture d. clothes

4. Which of the following is a flexible expense?
   a. installment payments b. recreation
   c. mortgage payments d. insurance premiums

5. Abuse of certain substances could cause serious problems for employees. Which of the following substances, if abused, could cause you to get fired from your job?
   a. coffee b. alcohol c. candy d. Vitamin C

6. This is a list of the steps necessary for solving problems. Arrange these steps in the logical order for solving a problem.

   a. evaluate the alternatives
   b. choose a course of action
   c. identify the problem
   d. list the alternatives

CHOICES: During a job interview, the interviewer will ask many questions. Some of these questions are legally acceptable and some are not.

On the answer sheet, circle A for legally Acceptable and U for legally Unacceptable for each of the following questions.

7. Have you ever been convicted of a crime?

8. Who do you live with?

9. Would you have dinner with me tonight?

10. Do you speak, read or write any languages other than English?

11. Who told you about this job?

12. Are you married?

13. What church do you go to?

14. Do you have any disabilities?

Getting a Job

FILL IN THE BLANKS: Choose the correct word from the following list that completes each of these sentences. Write the word in the blank on the answer sheet.

interview	partnership	one
civil service	salary	shares
education	friends	volunteer
job promotion	letter of application	skill

1. Three good sources of job leads are: 1)_____, 2) want ads and 3) school placement services.
2. The ideal resume is _____ page long.
3. When filling out a job application, _____work should be listed in the section called "Employment History".
4. It is best to send a _____ to the person who has the authority to hire you.
5. A _____ test is an examination a person may have to take before he or she will be considered for a government job.
6. The _____is usually the most important step in getting a job.
7. The_____ for the job should be in line with the salaries paid for similar jobs at other companies.
8. The three most significant reasons for not getting the job are: 1) lack of _____, 2) lack of skills and 3) lack of experience.
9. Being offered a_____is a sign that your employer thinks you are succeeding at your job.
10. A business with more than one owner is called a _____.
11. A corporation is formed by selling portions or _____ of a business which are called stocks.
12. _____tests are used to test the physical or mental abilities of a job applicant.

MATCHING: Choose the word in Column B that matches the statement in Column A by writing the correct letter in the blank on the answer sheet.

COLUMN A	COLUMN B
13. Asks for an interview	A. Resume
14. Those who know your job strengths	B. Application Form
15. Personal Data Sheet	C. Contact Letter
16. Personal Meeting	D. Job Service
17. Agency that helps you find a job	E. Interview
18. Written questions to answer	F. References

Work Maturity

COMPLETION: Complete each of the following statements by writing the correct word or phrase, from the following list, in the space on the answer sheet.

smiles easily	cooperation	body language
critical of others	willing to change	dependability
timeliness	speaking	complains a lot
thinks only of self	respects others	honesty
silence	gestures	makes excuses
responsible for mistakes		

1. Four qualities an employer has a right to expect from an employee:

2. Four ways in which we communicate:

3. Four qualities that are typical of a person with a positive attitude:

4. Four qualities that are typical of a person with a negative attitude:

MATCHING: Choose the term in Column B that matches the phrase in Column A by writing the letter of the term in the blank on the answer sheet.

Column A	Column B
5. A status attained by continuous service with a company	A. Promotion
6. How well you do your work	B. Ability to adapt
7. How much work you can do	C. Seniority
8. Taking on tasks without being told	D. Ability to cooperate
9. Staying with a job until it is completed	E. Quality of work
10. Working well with others	F. Perseverance
11. Being able to perform a variety of tasks	G. Quantity of work
12. Nearly always results in added responsibility	H. Initiative